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Grade 4



Practice Book

B

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Name _____

allergies

consideration

assignments

consume

suspicious

evidence

accuse

Pair vocabulary words and write a sentence for each pair.**For example:**

He did not want to *accuse* John until he had *evidence* against him.

Underline each vocabulary word in the sentences you write. You will need to use one word twice.

1. _____

2. _____

3. _____

4. _____

Comprehension: Problem and Solution

[illegible]

Name _____

As you read *The Mystery of the Missing Lunch*, fill in the Problem and Solution Chart.

Problem
↓
Action
↓
Action
↓
Action
↓
Solution

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How does the information you wrote in the Problem and Solution Chart help you to analyze *The Mystery of the Missing Lunch*?



At Home: Have the student use the chart to retell the story.

Name _____

As I read, I will pay attention to end punctuation in each sentence.

Vera and Mario were walking home from school. As they followed their usual path through the park, they enjoyed watching everything that went on. Squirrels raced up and down the trees. Ducks swam across the pond and quacked loudly. Neighbors walked their dogs across the grass.

Children swung on the swings and played ball in the field.

This day's walk began like any other for Vera and Mario, but that soon changed. Vera stopped suddenly and pointed. "Look at that!" she said with surprise.

Mario looked straight ahead. A large amount of trash was on the ground near the pond. It was an ugly sight. The kids walked closer to see exactly what was there. They saw plastic bags, dirty paper plates and cups, and empty juice cartons. There were chicken bones, half-eaten ears of corn, and watermelon skins. Some of the trash was right at the edge of the pond. 151

Comprehension Check

1. What problem do Vera and Mario discover? **Problem and Solution**
2. How does the first paragraph relate to their discovery? **Problem and Solution**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Text Feature: Chart

Charts are a good way to show information. There are **rows** that go across a chart. There are **columns** that go up and down in a chart.

Make a chart using the following data:

Write a title for a chart about Mystery Books.

Write in the names of three mystery books you might write.

Write the prices you might charge for your books.

Write how many copies you might sell.

When you finish your chart, write two or more sentences about how the chart might help someone looking for a book.



Name _____

Choose a word you do not already know, and create a dictionary entry for it. When you are finished, create another entry with a different word.



Name _____

Choose a consonant. Then write as many words with a short-vowel sound between the two consonants. For example, if you choose *n* and *p*, you might write *nip* and *nap*.

Beginning consonants: b, c, d, g, h, j, l, m, n, p, r, t, v, w

Ending consonants: b, ck, d, ff, g, ng, ll, m, n, p, r, s, t, w, y

1. Consonant pairs: _____

2. Consonant pairs: _____

3. Consonant pairs: _____

4. Consonant pairs: _____

Now write a sentence that uses three of your short-vowel words.

5. _____

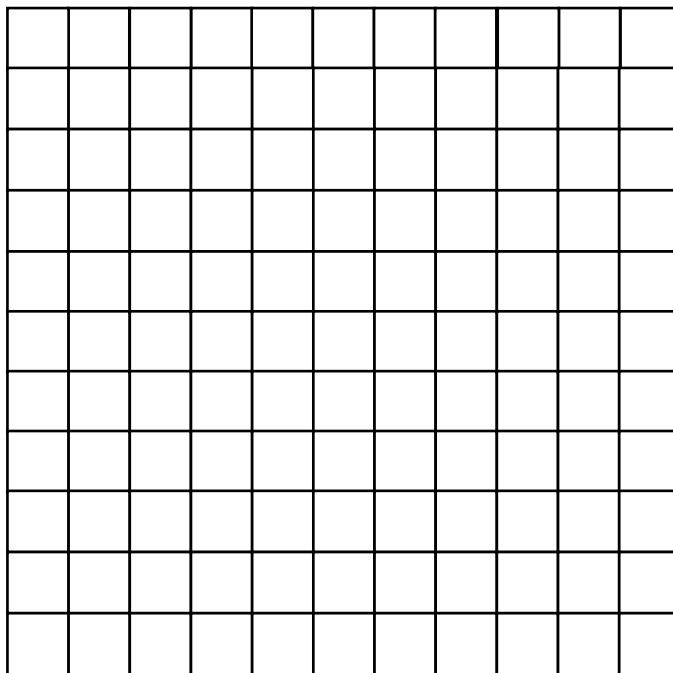


Name _____

climate
lurksilken
shimmerlumbering
eerie

swallows

Make your own crossword puzzle using the vocabulary words above. Give each word its own number. Then write out clues for your *across* and *down* words. Exchange puzzles with a partner.

**Across****Down**

Name _____

In the space below, write the main idea of *A Walk in the Desert*. Then think about the details and facts that support the main idea. Write about three details that most impressed you in the selection.

Main Idea: _____

Details and Facts: _____

Think about one of the animals described in *A Walk in the Desert*. How would you describe the animal to a friend or family member? Write the details below.

Animal: _____



Name _____

As you read *A Walk in the Desert*, fill in the Main Idea Chart.

Main Ideas	Details

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How does the information you wrote in the Main Idea Chart help you to summarize *A Walk in the Desert*?



Name _____

As I read, I will pay attention to tempo.

Welcome to the Great Basin Desert. It's one of four
 10 deserts in North America. The Great Basin Desert is the
 20 coldest of the four North American deserts.

27 The Great Basin is an area in the western United States
 38 that lies between the Sierra Nevada Mountains and the Rocky
 48 Mountains. The land is like a big bowl that spreads across
 59 several states. The Sierra Nevada and Rocky Mountains
 67 are the high places that make the edges of the bowl.

78 Rain or snow that falls in the Great Basin remains
 88 there. The water evaporates or drains into the dry ground.
 98 Like all deserts, the Great Basin Desert gets less than
 108 10 inches (25 cm) of rain or snow each year.

116 The Great Basin Desert covers most of Nevada and
 125 Utah, as well as parts of nearby states. There are many
 136 smaller mountain ranges between the Sierra Nevada
 143 Mountains and the Rocky Mountains. There are valleys
 151 between these mountain ranges. Geologists call this
 158 landscape a basin-and-range pattern. 162

Comprehension Check

1. What is the main idea of the second paragraph? **Main Idea and Details**

2. What is the main idea of the fourth paragraph? **Main Idea and Details**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Assonance is the repetition of the same or similar vowel sounds in two or more words. **Metaphor** is a figure of speech in which two very different objects or ideas are made to seem the same. Both of these are often used in poetry.

Choose three words from the box that have assonance.
Use them in a short paragraph or poem.

night
hat
shinecan
sleet
trimdip
slide
screamfreeze
pick
rack

Complete each sentence with a metaphor.

1. The gila monster _____
2. People in the street below _____
3. Tall oak trees _____
4. The mouse _____
5. My grandmother _____



Name _____

An **example** is one kind of context clue. Examples can help you to figure out the meaning of an unfamiliar word.

All the words below can be used in a desert or outdoors setting. Use at least five of the words to write sentences with a desert setting. Use context clues in your writing, giving examples to help to make the meaning of each word clear.

rippled
scaly
oasis

cactus
spines
snug

drenched
stinger
landscape

minerals
crevice
terrain

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____



Name _____

escape
waves
claimstate
waiting
whaletake
snakes
plainscaves
lakes
playrain
Maine
days

Complete the story by filling in the blanks with words that have the long *a* sound. You may use some words more than once.

The Best Place

Some people ai _____ that an eastern
a_e _____, like ai _____, is more
 beautiful than a desert a_e _____, like Arizona. Visitors
 to ai _____ can go a_e _____
 watching or catch fish in the many a_es _____. They
 can explore the rocky coast and ay _____ in the
a_es _____ along the shore. The only problem with
 living in ai _____ is ai_ing _____
 until the cold ays _____ of winter are gone.

On the other hand, people who visit the desert hardly ever see snow
 or ai _____. The temperature is often very hot, and
 people a_e _____ indoors to air conditioning when
 they can. Some people don't mind the heat. They like to explore
a_es _____ and go hiking on the
ai_s _____. They watch out for
a_es _____ and a_e _____ plenty of
 water with them.



Name _____

Read the vocabulary words and the sentences that follow. On the lines below rewrite each sentence, using a vocabulary word, changing the sentence's meaning.

journey

wildlife

natural

roamed

completed

1. We followed the directions and went directly to the restaurant.

2. My family has had a few dogs and cats for pets.

3. There were many artificial ingredients in the yogurt.

4. My class went on an outing this afternoon to see an exhibit at the museum.

5. Over the weekend I started reading the first book in that series.

Name _____

Read each paragraph. Then answer the questions that follow.

Grand Canyon National Park invites fourth through sixth graders to participate in our education program. The program will be offered Monday through Friday between September 20 and December 10, and again between March 7 and May 27.

1. What is the main idea of this paragraph?

2. List the supporting details below.

3. What will the next paragraph probably be about?

Grand Canyon National Park is one of 270 national parks in the Vital Signs Monitoring network. Vital Signs Monitoring keeps track of each and every component of a national park as an ecosystem. It also contributes information needed to understand and measure performance regarding water quality, landscape changes, and wildlife populations.

4. What is the main idea of this paragraph?

5. List the supporting details below.

6. What will the next paragraph probably be about?



Name _____

As you read *Animals Come Home to Our National Parks*, fill in the Main Idea Chart.

Main Ideas	Details

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How does the information you wrote in the Main Idea Chart help you to summarize *Animals Come Home to Our National Parks*?



At Home: Have the student use the chart to retell the story.

Name _____

As I read, I will pay attention to the pronunciation of vocabulary words and other difficult words.

12 It was the late 1920s. Ernst Coe had moved to Florida. He began
 24 to notice that plants and birds were disappearing from one of his
 35 favorite places, the Everglades. The Everglades was a giant marsh full
 46 of unique plants and animals that couldn't be found anywhere else.
 55 Thousands of beautiful birds made the Everglades their home.
 64 Turtles, manatees, and alligators roamed its waters. Ernst Coe
 74 thought the Everglades should be turned into a national park.
 84 Some people thought Ernst Coe was foolish. The Everglades were
 98 just a swamp. In some places, all you could see was water and grass.
 108 Weren't national parks supposed to be places that had spectacular
 118 scenery? Luckily, new thinking about what makes a good national
 129 park was taking shape in Washington, D.C. People didn't want to
 138 preserve only beautiful mountains. They were hoping to protect
 149 places that were unique. They wanted parks that would preserve our
 nation's history and culture. 153

Comprehension Check

1. What problem did Ernst Coe identify and how did he want to solve it? **Problem and Solution**
2. What is the main idea in the third paragraph? **Main Idea and Details**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

park¹ pärk *noun* [Middle English, from Old French *parc* enclosure]
1 enclosed land with wildlife owned by royalty. **2 a:** land in or near a city or town used for recreation. **b:** land in its natural state owned by the public. **3** a stadium and surrounding facilities.
park² *verb* **1** to leave a vehicle at the edge of a street. **2** to set and leave temporarily. He *parked* himself on a chair.

Above are two sample dictionary entries for the word park. Using these as a model, create a dictionary entry for any multiple-meaning word you choose. Be sure to include the word's correct spelling, pronunciation, part of speech, origin, and meanings.



At Home: Together, look up word origins in a dictionary. Discuss how the words and meanings have changed over time.

Name _____

Use five of the following compound words to write a letter home to your family about a camping trip. You may create other compound words to complete your letter.

snowmobile
Yellowstone
freshwater
backpacks

firefighter
frostbite
airplane
loudspeaker

crosscurrent
campfire
arrowhead
thunderhead

downpour
sagebrush
grassland
wildlife



Long *e*

[illegible]

Vocabulary

realistic

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name _____

Think about Gloria and the astronaut, Dr. Grace Street, in the story “The Astronaut and the Onion.” Gloria is an outgoing character. Think of how the story would change if Gloria were shy instead. Some events of the story might not happen. What other events might happen instead?

List your changes on the chart below.

Story Event	The Astronaut and the Onion	The Shy Gloria
Gloria goes to the store.	She goes by herself.	_____ _____ _____
Dr. Street goes to the store.	She is buying cereal.	_____ _____ _____
Gloria gets Dr. Street’s attention.	She loses control of the onion.	_____ _____ _____
Gloria and the astronaut talk.	They first talk about the astronaut’s earrings.	_____ _____ _____



At Home: Have the student write a short story set in your neighborhood. Ask him or her to tell how the character’s actions affect what happens in the story.

Name _____

As you read *The Astronaut and the Onion*, fill in the Character Web.

The image contains two identical Character Web diagrams. Each diagram consists of a central oval connected to four surrounding empty ovals. The top diagram's central oval is labeled 'Character: Gloria' and the bottom diagram's central oval is labeled 'Character: Dr. Street'.

Character: Gloria

Character: Dr. Street

How does the information you wrote in the Character Web help you analyze and make inferences about *The Astronaut and the Onion*?



Name _____

As I read, I will pay attention to pauses, stops, intonation, and characters' words.

12 “Ready, Rae?” Commander Assad asked me. It was time to get into
 24 my sleeping capsule. After a long mission in outer space, we were
 36 heading home to Claryville. Everyone had to be asleep for the landing
 47 on Earth. The computer would land the spaceship while we slept.
 57 I climbed into my sleeping capsule and Commander Assad closed
 68 the top. Pilot Velez was already asleep. The computer would close
 79 Commander Assad’s capsule. I shut my eyes, relaxed, and waited for
 95 sleep to come. I was happy to be going home. We had been in space for
 109 only a few weeks, but it had seemed **endless** at times. I missed my
 122 family and friends. I couldn’t wait to see everyone at school and tell
 126 them about my trip.
 135 Let me introduce myself. I’m Rae Chen, **astronaut**-in-training. I’m
 145 the junior member of the Lotus Space Mission — that’s Commander
 Assad, Pilot Velez, and me. 150

Comprehension Check

1. Even though Rae is excited to be going home, how do you know she enjoyed her time in space? **Character**
2. What clues tell you that Rae is not a typical astronaut? **Character**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Make a diagram that shows how far it is from either your bed in your room to five locations in your home, or from your desk at school to five locations around the school. Start by placing a dot for the location of your bed or desk on the left side of the answer area. Then put the locations in order from closest to farthest away. Be sure to label the locations and give the distances to them.



Name _____

Look up the following words in the dictionary or in the glossary of your reading textbook. For each word, write the part of speech, the definition, and an example of the word in a sentence.

1. rehearse part of speech: _____

definition: _____

example: _____

2. cranky part of speech: _____

definition: _____

example:

3. specialty part of speech: _____

definition: _____

example: _____

4. astronaut part of speech: _____

definition: _____

example:



Name _____

Read the following long *i* words. Then use as many of these words as you can in a story that takes place in outer space.

drive	file	kite	wipe	pride	pry	shy
prime	slight	climb	sly	sigh	fright	inside
pies	die	spy	twice	height		

1. First decide on a title for your story. Include at least one long *i* word in your title.

2. Now choose two characters to be in your story. Give each character a long *i* name. Write the names below.

Write your story on the lines that follow.



Name _____

Imagine that you are on a rafting trip. Write a journal entry telling about your experiences for one day on the raft. Use each vocabulary word at least once.

raft scattered disgusted
nuzzle downstream cluttered

scattered
downstream

disgusted
cluttered

[illegible]

Name _____

You are going to write an adventure story. Think about your hero or heroine. List three qualities you will use to define your character and give him or her a name.

What will the setting of your story be?

Invent the plot.

Beginning: _____

Middle: _____

Ending: _____

How will your main characters change during the story? Will they make good decisions? Think about how to build excitement through the plot and end with a big finish.

On a separate piece of paper, write your story.



Name _____

As you read *The Raft*, fill in the Setting Flow Chart.

Setting

Event	→	Character's Reaction
--------------	---	-----------------------------

Event	→	Character's Reaction
--------------	---	-----------------------------

Event	→	Character's Reaction
--------------	---	-----------------------------

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How does the information you wrote in the Setting Flow Chart help you to analyze and make inferences about *The Raft*?



At Home: Have the student use the chart to retell the story.

Name _____

As I read, I will pay attention to the pace and tempo and try to match the action of the story.

13 Their mother gave them bottles of water and little bags of trail mix.
 21 “This way,” she called as she headed off.
 33 “Slow down!” Nick called out. He wanted to have time to look
 45 around. Everything here was so different from the city. The city was
 56 **cluttered** with cars, buildings, people, and loud noises. In the woods,
 68 there was nothing but trees and the gentle “ssshhhhh” of the wind.
 81 Up ahead Nick could see that Felix had reached the edge of the
 93 forest and stopped. Beside him was a woman wearing a green uniform.
 105 When Nick caught up, his eyes filled with wonder. They were standing
 121 on top of a hill made of sand. Below them was the ocean. The air was
 135 filled with the salty smell of the water. All around them were more hills
 149 of sand. Some were small. Others, like the one they stood on, were huge.
 Nick felt a little dizzy as he looked down. 158

Comprehension Check

1. What does Nick find interesting about the place he is exploring?

Character, Setting, Plot

2. How are Nick and Felix different in their approaches to exploring?

Character, Setting, Plot

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Make a map of a park near your house. If there is no park near you, make one up. Create symbols for special features like trails, water fountains, or buildings. Show any bodies of water or unusual land features. Also include a scale with which to measure distances.



Vocabulary Strategy: Paragraph Clues

Choose four difficult words from the selection and write a passage in which you include them, along with context clues. Circle the difficult words. Have a partner underline the context clues.

[illegible]

Name _____

Phonics: Long *o*

Circle the word with the long *o* sound. Then turn the other word into a long *o* word by adding, taking away, or changing one letter only.

- | | | |
|-----------|-------|-------|
| 1. grow | crown | _____ |
| 2. cost | told | _____ |
| 3. love | pole | _____ |
| 4. boot | float | _____ |
| 5. rope | fond | _____ |
| 6. old | could | _____ |
| 7. brow | slow | _____ |
| 8. moat | out | _____ |
| 9. flow | now | _____ |
| 10. loud | phone | _____ |
| 11. shove | own | _____ |
| 12. tool | stone | _____ |
| 13. roll | gown | _____ |
| 14. hope | one | _____ |
| 15. oven | loaf | _____ |



At Home: Describe an object that is spelled with long *o*. Have the student guess the object and spell its name. Then switch roles.

Name _____

A. Read each word in column 1. Then find a word in column 2 that means the opposite. Write the letter of the word on the line.

- | | |
|--------------------|-----------------|
| 1. _____ protested | a. artificial |
| 2. _____ trusting | b. suspicious |
| 3. _____ endless | c. delighted |
| 4. _____ disgusted | d. finite |
| 5. _____ natural | e. agreed |
| 6. _____ realistic | f. unreasonable |

B. Write the correct vocabulary words from the box to fill in the blanks.

universe	evidence	consideration	cluttered	raft
sensible	accuse	allergies	astronaut	

7. After much _____ the coaches decided to call off our game.
8. It was the _____ thing to do because it was raining buckets.
9. The basement was _____ with old furniture.
10. The detectives met to discuss _____ from the investigation.
11. Then it was time to arrest the suspect and _____ him of car theft.
12. My _____ were bad because the pollen was high.
13. The _____ spent two hours repairing the satellite.
14. I felt really small when we were studying the _____.
15. The survivors built a _____ and were rescued.

Name _____

Write the correct vocabulary words from the box in the blanks to complete the story.

silken
wildlife
roamedassignments
paralyzed
lurkeerie
scattered
swallowslumbering
consume
completed

Mr. Eardley gives us the best _____ for science homework! Yesterday we had to watch a documentary on television.

The show was about all kinds of _____ in the food chain, and I was able to watch them all _____ their prey close-up! First, you saw a fly caught in a web and the spider rushing over to it. Then the fly slowly became _____, and the spider wrapped it up in _____ threads to save it for later.

Next, it showed a herd of zebras that didn't know that lions were closing in to _____ in the underbrush nearby. Suddenly the lions leaped, and the zebras _____. Then you saw this lioness _____ along with a dead zebra hanging out of its mouth, and all the lions were gathering around to feed.

Near the end of the show, it showed a boa constrictor waiting until a baby goat _____ by and then squeezing it to death. Did you know that a snake _____ its prey whole? It was really _____ to watch that! That snake had a big bump in its body and had to rest until digestion was _____. The boa constrictor was definitely my favorite part!

Name _____

muttered
legendarygaped
flukeinsult
flinched

snickering

Write a complete sentence using each vocabulary word. If you can, give your sentences a baseball setting.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. Write a sentence using one of the words.

Comprehension: Author's Purpose

An author may write to **entertain**, to **inform**, or to **persuade** the reader.

1. Write a fictional story about baseball to **entertain** the reader. You could write about a Little League game, or the time a fourth grader won an Olympic Gold medal by hitting a home run. Use these or other ideas of your choice. Begin your story in the space below.
2. Think of a subject related to sports that you have a strong opinion about. For example, should baseball be taught as a subject in fourth grade? Is football a better sport than baseball? Should organized sports be part of the school day? Write to **persuade** a reader about your opinion.

```
graph TD; C1[Clue] --> AP[Author's Purpose]; C2[Clue] --> AP; C3[Clue] --> AP;
```

The diagram illustrates a process where three separate clues are used to determine an author's purpose. At the top, there are three identical rectangular boxes, each labeled "Clue". Below each "Clue" box is a downward-pointing arrow. These three arrows converge towards a single, larger rectangular box at the bottom labeled "Author's Purpose". This visualizes how multiple pieces of evidence (clues) are synthesized to reach a single conclusion (author's purpose).

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Name _____

As I read, I will pay attention to pauses, stops, and intonation.

Jackie Robinson walked toward home plate, swinging
 7 his bat. He was in a slump. He just couldn't seem to hit
 20 the ball. He couldn't seem to catch it either. His team was
 32 expecting more from him. So were the fans in Ebbets Field.
 43 After all, he was the first African American player in the
 54 major league.
 56 As Jackie stepped up to the plate, he couldn't believe
 66 what he heard. Insults were flying out of the Philadelphia
 76 Phillies dugout.
 78 He almost put down his bat and quit the game of
 89 baseball forever. Then he thought of his wife Rachel sitting
 99 in the stands. He thought of all the people who wanted him
 111 to succeed.
 113 Planting his feet firmly in the ground, Jackie waited
 122 for the pitch. The ball shot toward him and, with a
 133 tremendous smack, he sent it into center field. Later, in a
 144 daring move, Jackie stole two bases. The fans jumped to
 154 their feet. 156

Comprehension Check

1. What lesson do you think the author wants you to take away from this story? **Author's Purpose**
2. What problem does Jackie Robinson face? How does he overcome it? **Problem and Solution**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Make a table to display information from two games of your grade's softball team. In the first game, your team had 12 hits, scored 5 runs, walked 3 times, struck out 5 times, and made 1 error. In the second game, your team had 17 hits, scored 8 runs, walked 6 times, struck out 2 times, and made 3 errors.

Give your team a name, and include it in a title for the table.

--



Name _____

When you read an unfamiliar word, **context clues** may help you figure out what it means. Read the entire sentence, and sentences nearby, to see if you can find clues to the meaning of the word.

Write sentences using the following words from the story *Mighty Jackie*. Include clues that would help someone understand the meaning of the word. For example, using the word *mighty* from the title, you might write: “Jackie was a mighty pitcher. She pitched so well that she struck out two famous major leaguers.”

1. exhibition _____

2. insult _____

3. glared _____

4. bleachers _____

5. jeering _____

6. sandlot _____



Name _____

Think about words you know with **ch** or **tch**. Some words, like *champion*, have the **ch** at the beginning. Others, like *watchful*, have **tch** in the middle of the word. Another set of **ch** or **tch** words have the sound at the end, as in *watch* or *such*.

On the lines below, list three **ch** or **tch** words for each category.

Beginning	Middle	End
_____	_____	_____
_____	_____	_____
_____	_____	_____

Write a story using the words in your list. Try to include all of the words you listed.



Name _____

overheard
unionsopportunities
strikesboycotts
border

citizen

Make your own crossword puzzle using the vocabulary words above. Remember to start with *Across* clues and then give the *Down* clues. Then draw numbered boxes for the answers. Exchange your puzzle with a partner and try to solve his or her puzzle.

Across

Down

Write sentences using each of these words: *strikes*, *boycotts*, and *unions*.

Name _____

Read the following sentences from “My Diary from Here to There.”
Make an inference from each one. Use what you already know
from the story along with what the sentence says.

1. “How can I sleep knowing we might leave Mexico forever?”
Make an inference about how Amada feels.

2. “We each picked out a smooth, heart-shaped stone to remind us always
of our friendship.”
Make an inference about the way Amada and Michi feel.

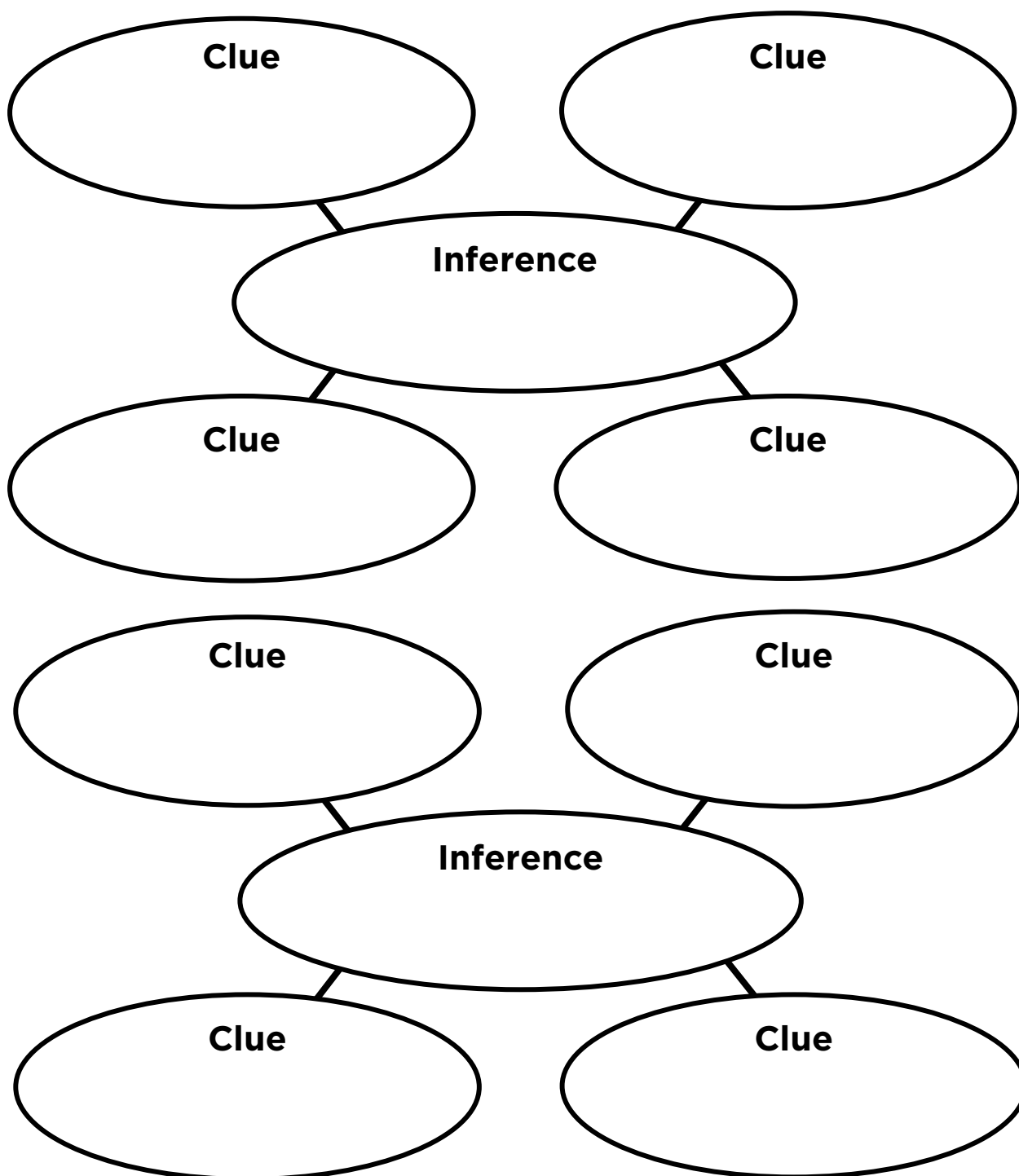
3. “Mamá held Mario and our green cards close to her heart.”
Make an inference about how Mamá feels.

4. “Tío Tito keeps trying to make us laugh instead of cry.”
Make an inference about the feelings of Amada’s family.



Name _____

As you read *My Diary from Here to There*, fill in the Inferences Word Web.



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How does the information you wrote in the Inferences Word Web help you to generate questions about *My Diary from Here to There*?



At Home: Have the student use the chart to retell the story.

Name _____

As I read, I will pay attention to end punctuation in each sentence.

15 Jin and Li Mei crept to the corner of the room. Jin pulled the loose
28 board out of the floor and squeezed through the hole. Then she helped
35 her sister slide down through the opening.
42 "It's still dark, Jin," said Li Mei.
54 "Not for long," whispered Jin. "Now hold on to my jacket and
59 follow me. And be quiet!"
72 They began to crawl. It was damp and smelly under the building. Li
85 Mei began to complain. But soon the girls were standing in the dim
88 light of morning.
99 The ghostly sounds of foghorns filled the harbor. Angel Island itself,
111 however, was quiet. It seemed deserted. Soon the boat would bring the
124 island workers from San Francisco. Jin and Li Mei would then have to
135 hurry back. They were not allowed to leave the barracks without
147 permission. But it was worth the risk. Jin loved these **opportunities** to
get away from the crowded barracks. 153

Comprehension Check

1. What suggests that Jin and Li Mei might be unhappy in the barracks?

Make Inferences

2. How would you describe Jin? **Character**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Read the following primary source. It is an autobiographical sketch of a Chinese immigrant named Lee Chew, who came from China to the United States in the early 1900s.

My father gave me \$100, and I went to Hong Kong with five other boys from our place and we got steerage passage on a steamer, paying \$50 each. Everything was new to me. All my life I had been used to sleeping on a board bed with a wooden pillow, and I found the steamer's bunk very uncomfortable because it was so soft. The food was different from that which I had been used to, and I did not like it at all. . . .

When I got to San Francisco . . . I was half starved. . . . but a few days' living in the Chinese quarter made me happy again. A man got me work as a house servant in an American family, and my start was the same as that of almost all the Chinese in this country.

What kinds of things can you learn about immigration from this story? What kinds of things can you not learn?



Name _____

The **origins** or **history** of a word can help you to understand it. Many words came into our language from other languages or have changed from what they used to mean.

microphone *noun*. a device that changes sound waves into electrical signals. *I was glad the microphone was working when I addressed the assembly.*

word history: Microphone comes from two Greek words that mean “very small” and “sound.”

Use your dictionary to find the word histories of four words that interest you. Write down what you learn in the form of the sample entry above.

1. _____

2. _____

3. _____

4. _____



Name _____

Write as many words that you can think of using the consonant diagraphs below. Be sure to use each in the beginning, middle, and end position of the words where you can.

th: _____

sh: _____

wh: _____

ph: _____

Now write three sentences that each use at least two of the words you wrote above.



Name _____

temples

dynasties

heritage

preserve

overjoyed

Show your understanding of the vocabulary words by using each one in a sentence. For an extra challenge, link the sentences together into a story.

1. _____

2. _____

3. _____

4. _____

5. _____

Name _____

Facts and **opinions** are very different, but you need both to be able to persuade someone. In the following paragraph, the writer uses two facts to support her opinion.

Fact Our town's landfill will run out of room in less than ten years. Shipping our garbage out of the area is becoming more expensive. **Opinion** For both of these reasons, I believe that we should act now to increase the amount of trash that we recycle.

Write a short paragraph of your own on a subject related to your school or neighborhood. State an opinion and support it with at least two facts. Label the facts and opinion.



Name _____

As you read *Stealing Beauty*, fill in the Fact and Opinion Chart.

Fact	Opinion

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How does the information you wrote in the Fact and Opinion Chart help you to analyze and make inferences about *Stealing Beauty*?



Name _____

As I read, I will pay attention to tempo.

13 You have just arrived by boat at a city on a great river.
 25 The town is built on a cliff high above the riverbank. You
 36 walk up 300 steps from the dock to reach the city gate.
 48 The gate is built into the city's old stone wall. A nearby
 56 market sells everything from pears to high-heeled shoes.
 67 Near the city gate is a terrace. There are tables and
 79 chairs where you can sit and look out over the mighty river
 90 below. In the distance is the entrance to a magnificent gorge.
 101 The cliffs of the river canyon rise steeply into the sky.
 108 Boats look small from where you sit.
 117 This is the town of Fengjie (FUNG-jee), China. It is
 126 on the banks of the Yangtze (YANK-see) River, the longest
 138 river in all of Asia. But Fengjie won't be here much longer.
 148 By the year 2009, the entire town will be under water.

Comprehension Check

1. When the author states that Fengjie will not be here in 2009, is that a fact or an opinion? **Fact and Opinion**
2. Name three details from the first paragraph which support the idea that Fengjie is an old city that has not seen many modern changes. **Main Idea and Detail**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Suppose that you had a chance to design a book on China. What topics would you cover? How would you organize them? Below, write a table of contents for your book. Include at least five chapter titles, a glossary and an index. Give the page number where each would begin.



Name _____

You have learned three rules for making plurals. In the exercises below, state the rule to follow to make that word plural. Then show the plural, and give two other words to which the same rule applies.

1. watch Rule: _____

Plural: _____

Two more examples: _____

2. country Rule: _____

Plural: _____

Two more examples: _____

3. road Rule: _____

Plural: _____

Two more examples: _____



Name _____

Peel back the “onion” of the word **split**, and you can find the short, rhyming words **slit, pit, lit, sit**. Or peel the word **straps** and find **traps, taps, raps, saps**.

Choose four other words that begin with a three-consonant cluster like **shr, thr, spr, scr, and spl**. Then peel shorter, rhyming words from the original word.

1. Original word: _____

Rhyming words: _____

2. Original word: _____

Rhyming words: _____

3. Original word: _____

Rhyming words: _____

4. Original word: _____

Rhyming words: _____



Vocabulary

independence
mischief

[illegible]

Name _____

Read each problem. Then write a creative solution that solves it.

1. **Problem:** Jason's cat keeps pouncing on his school papers and tearing them. What can Jason do?

Solution: _____

2. **Problem:** Carmela is scheduled to be at play rehearsal and a soccer practice at the same time. What should she do?

Solution: _____

Now make up problems to fit the following solutions.

3. **Solution:** Jean can go next door and ask her neighbor, who used to work at City Hall.

Problem: _____

4. **Solution:** Kia can write a list of instructions and tape them to the refrigerator.

Problem: _____



Name _____

As you read *How Ben Franklin Stole the Lightning*, fill in the Problem and Solution Chart.

Problem
↓
Action
↓
Action
↓
Action
↓
Solution

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How does the information you wrote in the Problem and Solution Chart help you to generate questions about *How Ben Franklin Stole the Lightning*?



At Home: Have the student use the chart to retell the story.

Name _____

As I read, I will pay attention to match my tempo with the energy of the passage.

Scotland in the 1800s was an exciting place. Scientists were making many discoveries. There was a **whirlwind** of inventing going on. New gas lamps lit the streets.

Railroads carried people and supplies across the country.

The telegraph could send messages with great speed.

Alexander Bell was born in Edinburgh, Scotland, on March 3, 1847. Sound shaped his whole life. His mother Eliza was hearing impaired. His father and his grandfather studied speech. They taught people how to speak clearly in public. They helped people overcome speech problems.

Bell's mother taught Alexander and his two brothers at home. When Bell was 11 years old, his parents sent him to Royal Edinburgh High School. He did not like school and left after four years without graduating.

Bell had not worked hard at his schoolwork. Instead he asked lots of questions and explored the countryside. He did not get into mischief or make trouble, however. In fact, Bell's childhood was perfect for an inventor!

Comprehension Check

1. What kind of person was Alexander Bell? **Character**
2. What opinion does the author express about Scotland? **Fact and Opinion**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Write at least one piece of figurative language for each of the items below.

1. sour milk _____
2. art class _____
3. new bicycle _____
4. hot popcorn _____
5. so ugly _____
6. oops a skunk _____
7. the best birthday present _____
8. the play that won the game _____

Now choose one of the items above to begin creating a poem of 4 to 8 lines. Visualize your subject and play with vivid words, including the figurative language you wrote above. Then tie together strings of words with alliteration.

As your poem starts coming together, think about where you would like the poem to rhyme. Perhaps you would prefer to write a poem without rhyme. Organize your poem on a separate sheet of paper and rewrite the final version to give to your teacher.



Name _____

In the blanks below, write the letter of the definition that best matches each idiom.

- | | |
|-----------------------------|---|
| 1. ____ as the crow flies | a. something that I keep thinking about |
| 2. ____ eat crow | b. worthless, ridiculous |
| 3. ____ for the birds | c. something to be proud of |
| 4. ____ My goose is cooked. | d. in my care |
| 5. ____ a feather in my cap | e. make a difficult apology |
| 6. ____ under my wing | f. drawback, problem |
| 7. ____ fly in the ointment | g. in a straight line from place to place |
| 8. ____ bee in my bonnet | h. I'm in trouble. |

Use as many of these idioms in a passage below.



Name _____

Complete the word ladders below. Changing only one letter at a time, transform the starting word to the finishing word. Each change must result in a real word. Do not rearrange letters, and do not replace the *r*.

1. farm

harp

3. barn

dark

2. park

fort

4. score

shark

Now create two word ladders of your own.

5. _____

_____6. _____

_____

Name _____

Sometimes we associate words with pictures in our minds. For example, you might think of birds flying if you hear the word *flock*. Describe a picture that you might associate with each vocabulary word below.

1. slithered _____
2. apologize _____
3. ambulance _____
4. cardboard _____
5. weekdays _____
6. genuine _____
7. harmless _____

Choose one of the words above and write a paragraph describing the image that came to mind with vivid words.

Name _____

Read the passage and make inferences to answer the questions that follow.

Elena Serna Tinao was awake before her alarm clock rang. Still, after getting only about five hours of sleep, Elena bounded out of bed and dressed quickly.

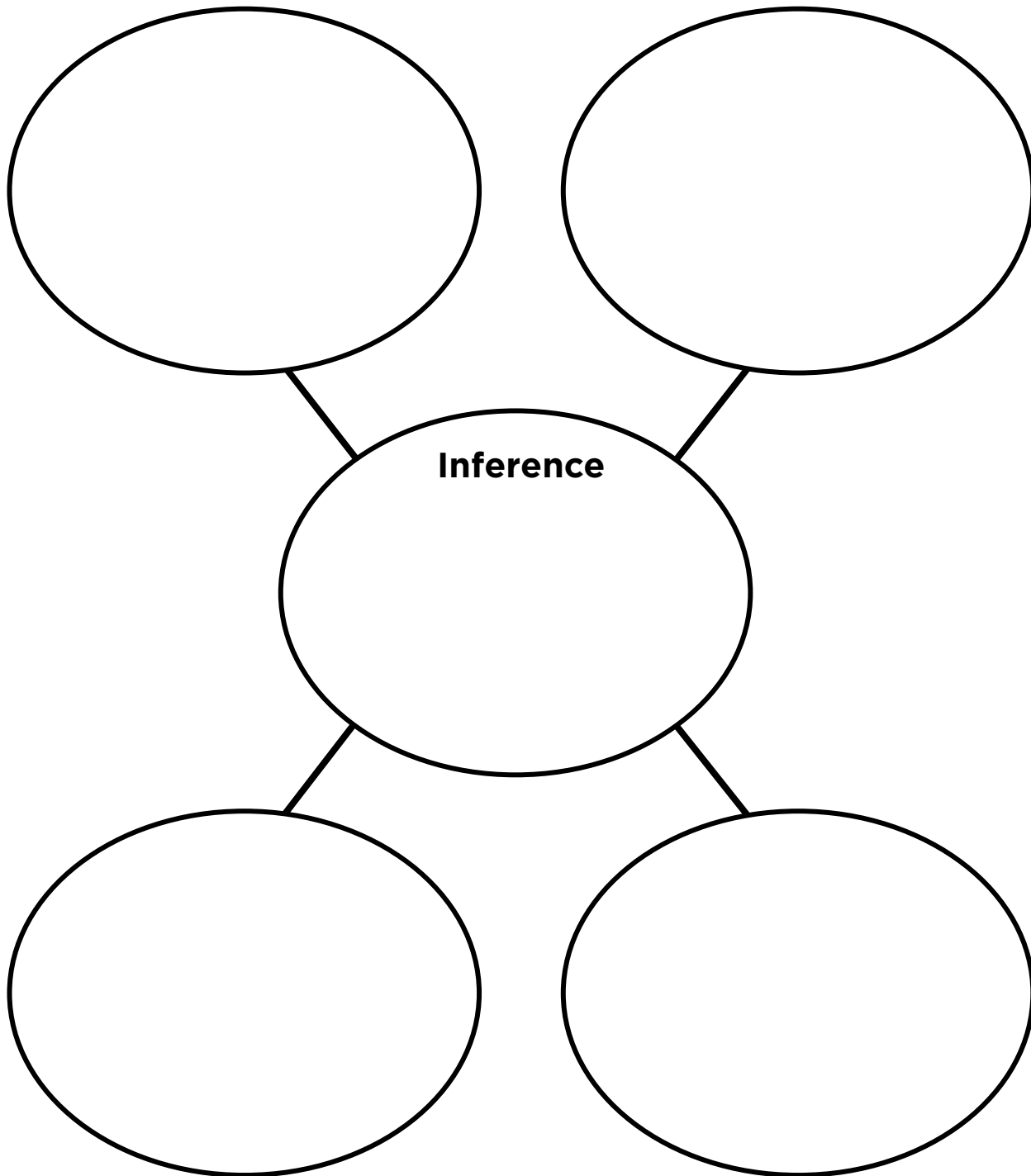
Grabbing her sleeping bag, her hiking boots, her guidebook about the Grand Canyon, and her packed duffel bag, Elena shuffled to the front door and set everything down. “Should I wake up the rest of the family now, or wait ten more minutes?” she asked herself.

1. What is Elena doing?
 - a. preparing to leave for a school trip
 - b. preparing to leave on a family outing
 - c. preparing eggs and bacon
2. Where is Elena going?
 - a. to the Grand Canyon
 - b. to the kitchen
 - c. to a sleepover at Pam’s house
3. What will Elena probably do there?
 - a. wake up her family
 - b. read the guidebook
 - c. go camping and hiking
4. How does Elena feel this morning?
 - a. anxious
 - b. sleepy
 - c. contented
5. Why did Elena get only five hours of sleep?
 - a. She watched too much television.
 - b. The guidebook was so fascinating.
 - c. She had trouble falling asleep.
6. What would be the wisest thing to do next?
 - a. wake up the family
 - b. wait ten minutes, then wake up the family
 - c. read the guide book until everyone is ready



Name _____

As you read *Dear Mr. Winston*, fill in the Inferences Word Web.



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How does the information you wrote in the Inferences Word Web help you to generate questions about *Dear Mr. Winston*?



Name _____

As I read, I will pay attention to tempo.

9 The puff adder is one of Africa's most common
 19 venomous snakes. It can be found in dry areas like
 27 woodlands, low forests, and grasslands all across Africa.
 40 But it is hard to find. Its light brown, green, and black skin
 50 camouflages it very well. The puff adder also blends in
 60 with its habitat among rocks and fallen trees. Because the
 68 puff adder is well camouflaged, people often accidentally
 78 step on the snake or come too close to it.
 87 The puff adder can remain motionless for long periods
 98 of time. Because of this its prey and enemies often come
 107 very close to the snake without realizing it. Within
 119 seconds the puff adder can strike. It puffs up its head and
 129 makes a loud hissing sound before it attacks. The puff
 139 adder moves forward in a straight line instead of slithering
 152 from side to side. This helps it dart even more quickly at
 nearby prey like rodents, toads, and other snakes. 160

Comprehension Check

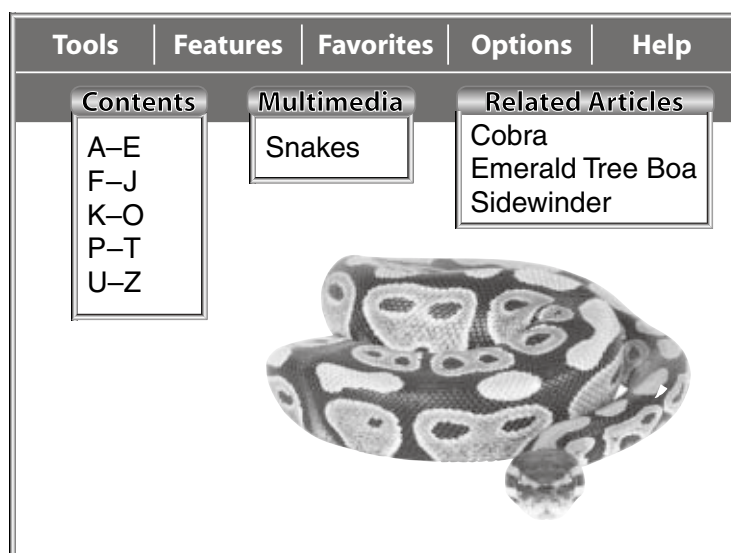
1. Explain why there are so many puff adders in Africa. **Make Inferences**
2. What was the author's purpose in writing this passage? **Author's Purpose**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Electronic encyclopedias contain articles on many subjects. You can find information in them by accessing the **toolbars**. The **toolbars** are usually located at the top of the screen. Use your mouse to open a toolbar. Inside you will find items to click that will move you to different parts of the encyclopedia.



Answer these questions about the electronic encyclopedia above.

Which **toolbar** would you click to learn:

1. about garter snakes? _____
2. about the sidewinder? _____
3. if there are any films about cobras? _____
4. more detailed information about the Emerald Tree Boa?

5. how many kinds of rattlesnakes there are? _____
6. how to navigate through the encyclopedia? _____



Name _____

From the table below, pick a base word and a prefix or suffix (or both). The combination must be an existing word. Write your words and their meanings on the lines below.

Prefixes	Base Words	Suffixes
pre-	adventure	-y or -ly
un-	pay	-ous
in-	green	-ing
anti-	help	-ish
dis-	creep	-ful
	comfortable	
	please	
	definite	
	violent	

1. Word: _____

Definition: _____

2. Word: _____

Definition: _____

3. Word: _____

Definition: _____

4. Word: _____

Definition: _____

5. Word: _____

Definition: _____



Name _____

Complete the story by filling in the blanks with words that have the *air*, *are*, *ear*, and *ere* spellings. The letters in parentheses are clues that form part of each answer.

On the Train

LaToya was taking the train with her brother, Mark. They were on the way to their grandparents' horse farm. Their (m) _____ had just had a new colt.

"I wish we could have flown in an _____ (plane)," complained LaToya. "Then we could have gotten there yesterday. Isn't there an _____ (port) in the _____ (ea)?"

"I'm afraid there isn't one (n) _____ the ranch," said Mark. "Besides we wouldn't want to inconvenience our (d) _____ grandparents. Only a (m) _____ staff of seven workers (sh) _____ all the chores as it is."

LaToya (st) _____ (ed) out the window, becoming (aw) _____ of someone waving. "Look," she said.

"Isn't that Grandfather's pickup truck pulling into the station?"

"That's Grandpa, all right!" Mark exclaimed. "I'd know that truck (anywh) _____! Let's get our (g) _____ and go meet him on the platform! Be (c) _____ (ful) on the (s) _____ (s), LaToya. Don't run!" Mark called after his sister.



Name _____

legendary

snickering

fluke

opportunities

citizen

overheard

hilarious

heritage

nowadays

mischief

dynasties

apologize

ambulance

genuine

Choose ten vocabulary words from the box above. Write a sentence for each word, leaving a blank space where the vocabulary word should be. Exchange your sentences with a partner. Fill in the blanks for each other's sentences.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Name _____

**Draw pictures to represent six words from the box.
Exchange pictures with a classmate. Try to identify the
word represented by each picture.**

gaped	overheard	hilarious	whirlwind	slithered
dizzy	border	temples	overjoyed	preserve
genuine	harmless	ambulance	weekdays	legendary

Name _____

interfere
agileguardian
proclaimedawkward
tottered

Use the rhyming clues to help you identify the correct vocabulary word for each blank.

1. The teacher made it very clear that we should let them argue and not _____.
2. The ballerina may look gangly and fragile, but when she dances she's very _____.
3. "I heard the news," my friend exclaimed. "This is the law that the king _____."
4. The baby _____, with steps uneven. "Dad, hurry! Catch Stephen!"
5. I tried to do the crossword, with my sprained hand, but my _____ writing was hard to understand.
6. Mr. Horatio Clive Carbuncle is not my _____ but my uncle.

Write a sentence of your own that uses three of the vocabulary words.

Name _____

Usually authors write to **entertain**, to **inform**, or to **persuade**.

Write two sentences that might be from a folk tale involving talking animals with the purpose being to entertain a reader. Follow them with two sentences that inform a reader of facts about animals. Then finally, write two sentences that persuade a reader to donate money to feed hungry animals.

1. Entertaining sentences:

2. Informational sentences:

3. Persuasive sentences:



Name _____

As you read *Roadrunner's Dance*, fill in the Author's Purpose Map.

```
graph TD; C1[Clue] --> AP[Author's Purpose]; C2[Clue] --> AP; C3[Clue] --> AP;
```

The diagram illustrates a process where multiple clues are used to determine an author's purpose. It features three identical vertical rectangular boxes at the top, each containing the word "Clue" in bold black text. From the bottom center of each of these three boxes, a black arrow points downwards. These three arrows converge towards a single, wider rectangular box at the bottom, which contains the text "Author's Purpose" in bold black text. This visualizes how individual pieces of evidence (clues) are synthesized to reach a final conclusion (author's purpose).

How does the information you wrote in the Author's Purpose Map help you to evaluate *Roadrunner's Dance*?



At Home: Have the student use the chart to retell the story.

Name _____

As I read, I will pay attention to pauses, stops, intonation, and characters' words.

Far away, in a land of ice and snow, there lived a father, a mother, and their young son. The boy was small for his age. Everyone in the village called him Miki, which meant "little" in the Inupiac language.

One day, Miki's father and his uncle went north to hunt. They were gone for many long days, and Miki and his mother began to worry. At long last, Miki's uncle returned. But he was alone and empty-handed. He insisted that something had taken his brother away in the dark of night. But he could not tell Miki or his mother what kind of creature had carried him away. No footprints had been left behind.

He said, "The North Wind must have covered the footprints with snow. Or maybe the North Wind itself blew my brother away. Either way, he will never return."

Miki and his mother did not give up hope. They knew in their hearts that the father could still be alive. They watched and waited for him. But there came a time when there was no food and it was left to Miki to provide for the family. It was a big responsibility for such a small boy.

Comprehension Check

1. How can you tell that Miki and his mother do not believe the uncle?

Make Inferences

2. What has occurred in the plot to change the lives of the characters?

Character, Plot, Setting

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Read the passage. Then continue the story on the blank lines below it. Make sure that the finished story has both foreshadowing and symbolism.

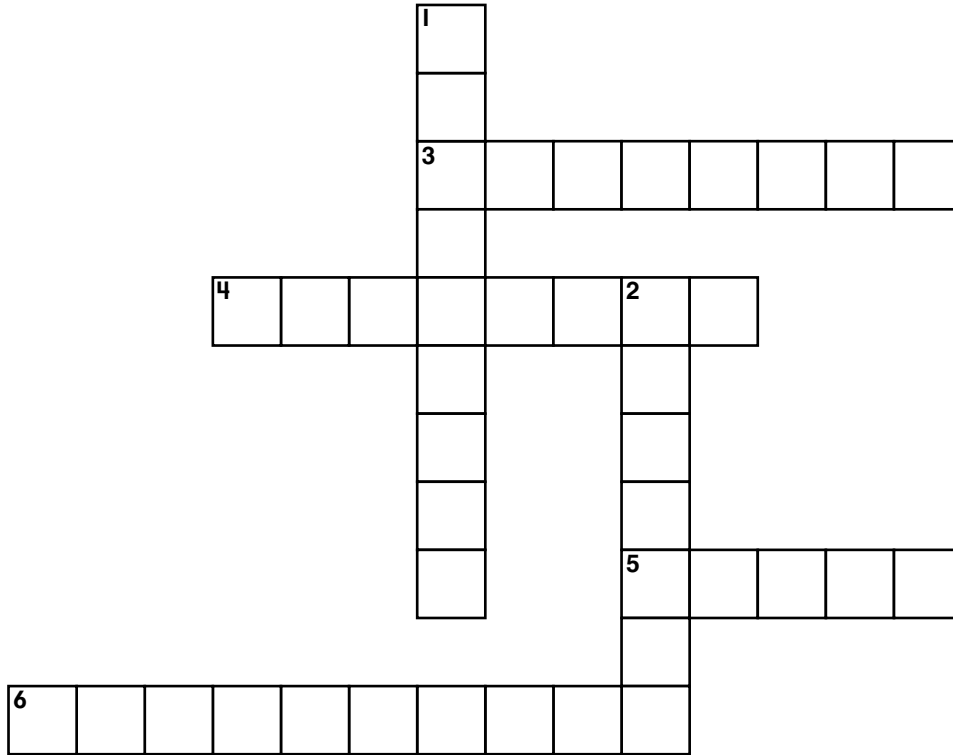
Preston looked down in confusion at the three dried pumpkin seeds in the palm of his hand and cried, “You’re sending me into the Dreaded Swamp and across the Sea of No Return and for my protection you’re giving me pumpkin seeds!”

Preston's fairy godfather hastened to calm him. "But these are no ordinary seeds, my boy. Just poke one of these into the soil whenever you find yourself in danger and the perfect solution will sprout within seconds. With these in your possession, Preston, you cannot fail."

[illegible]

Name _____

One common use of synonyms may be seen every day in your newspaper's crossword puzzle. Write synonyms of the words below in the crossword puzzle boxes. Put one letter in each box. Use capital letters to write each word.

**DOWN**

1. meddle
2. uncoordinated

ACROSS

3. wobbled
4. defender
5. nimble
6. made a declaration



Name _____

In words like **twirl**, **urn**, **person**, and **learn**, the vowel + **r** combination makes the sound /ûr/.

On the lines below, write at least three examples that follow each of the patterns. Make sure that the word makes the /ûr/ sound. For example, **search** makes the /ûr/ sound, but **fear** does not.

*ir as in twirl**ur as in urn**er as in person**ear as in learn*

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Now use as many of the words you wrote as possible in a paragraph. Circle the words with the /ûr/ sound.



At Home: Ask the student to come up with examples of words that follow the above spelling patterns, but that do not make the /ûr/ sound.

Name _____

injustice
numerousancestors
unsuspectingunfair
segregation

avoided

Use each pair of vocabulary words in a single sentence.**1. unfair, injustice**

2. segregation, avoided

3. numerous, unsuspecting

4. ancestors, unfair

List the vocabulary words under the correct part of speech.**Noun****Verb****Adjective**

_____	_____	_____
_____	_____	_____
_____	_____	_____

Name _____

Decide whether the sentences below were written to inform or persuade. Write the author's purpose on the blank. Then rewrite the sentence to achieve a different purpose.

Example: The car had a big engine and could go very fast.

inform

Don't buy big cars with big engines because they waste gasoline and they are dangerous. persuade

1. Dr. Martin Luther King was a hero who turned the world upside down because he spoke out for his people. _____

2. In the segregated South, African Americans could not use some hotels and were sent to separate schools. _____

3. Rosa Parks is the most famous Civil Rights activist because she was the first person to take action. _____

4. Christine's family did not use the elevator at the city hall because it had a sign that said "Whites Only." _____



The diagram illustrates the relationship between multiple clues and a single author's purpose. It features three identical rectangular boxes at the top, each labeled "Clue". Below each "Clue" box is a downward-pointing arrow. These three arrows converge on a single, larger rectangular box at the bottom labeled "Author's Purpose".

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Name _____

As I read, I will pay attention to punctuation in each sentence.

11 In the early 1800s women in the United States had few
 22 rights. Women could only hold a few types of jobs. They
 32 could teach or work in factories. They couldn't be doctors
 43 or lawyers. A woman made less money than a man who
 54 had the same type of job. And most important of all,
 57 women couldn't vote.

66 When a woman married, all her property became her
 75 husband's. Wives had to ask their husbands for spending
 85 money. If a woman divorced, her children stayed with her
 90 husband. A husband owned everything.

100 By the mid-1800s some people decided it was time to
 110 change the way women were treated. Two of those people
 119 were Susan B. Anthony and Elizabeth Cady Stanton. They
 130 both thought women should be able to vote and have the
 141 same rights as men. They worked hard to change the laws
 146 and the way people thought.

154 Elizabeth Cady Stanton was born in 1815. Her mother's
 163 ancestors were wealthy and well known. Her father worked
 171 hard. He studied law and worked in politics.

Comprehension Check

1. Why do you think the author wrote about Susan B. Anthony and Elizabeth Cady Stanton? **Author's Purpose**
2. Why did these women want to change the laws? **Make Inferences**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

[illegible]

Name _____

Un- and **re-** are very useful prefixes, capable of changing the meanings of all kinds of words. But don't just take our word for it—try it yourself.

Use *un-* and *re-* to create five new words in the lines below. Define each new word and use it in a sentence.

1. discover Prefix-: _____ Meaning: _____

Sentence: _____

2. believable Prefix-: _____ Meaning: _____

Sentence: _____

3. healthy Prefix-: _____ Meaning: _____

Sentence: _____

4. construct Prefix-: _____ Meaning: _____

Sentence: _____

5. identified Prefix-: _____ Meaning: _____

Sentence: _____
_____

Name _____

Certain combinations of letters often have one silent letter. Among these are **wr** (silent **w**), **kn** (silent **k**), **lm** (silent **l**), and **mb** (silent **b**).

In the blanks below, write a total of twenty words that include one of the silent letters above. Be sure to write each word under the correct heading.

wr

kn

lm

mb

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Use as many of the words that you found as possible to create a short passage. You may choose to write a nonfiction article or the beginning or ending to a work of fiction.



Name _____

identified

enterprising

persistence

venture

Read the passage, then answer the questions that follow.
Be sure to use the vocabulary word in your answer.

The whole week before the big game, Juan had butterflies in his stomach. He set time aside after school each day to practice with Lamar and prepare for the approaching game.

On the day of the game, the team felt ready. It was the bottom of the ninth. Bases were loaded. The pitch came at Juan fast, low, and inside. Even in his sleep, Juan stepped into the pitch and swung. *Whack!* The ball went all the way to the wall, and all his teammates ran home! Now it was a tie game, with Juan himself on third

Lamar stepped up to the plate and hit a home run!

1. Juan **identified** a need to do something. What was it?

2. How does Juan show **persistence** in the passage?

3. Do you think Juan might approach another **venture** in his life the same way?

4. What proves that Juan and Lamar were **enterprising**?

Name _____

Read the following adapted book review.

The first book of this popular series introduces readers to an orphan and the tattered remains of his newfound family. Jonathan Warble loses his parents at a young age.

When his parents' will is read (in Chapter Two), he finds himself rich beyond his wildest dreams. However, he can't put his hands on the money until he is much older. Until then, he is placed in the care of his great-aunt Alice Mary Beth Grabbal-Andrun, a person from the other side of the family.

Aunt Alice Mary Beth and Jonathan have little to discuss. The great-aunt was a concert violinist and Jonathan plays electric guitar. Feelings of grief in both struggle against any happiness. But while Jonathan grieves for his parents, his aunt pines for their money.

The situation goes on like this forever. Many things happen—stilted conversations, awful food, an interesting concert, a couple of spiteful cousins. After years and years, Jonathan finally gets the money and Aunt Alice Mary Beth doesn't. So everything turns out all right in the end.

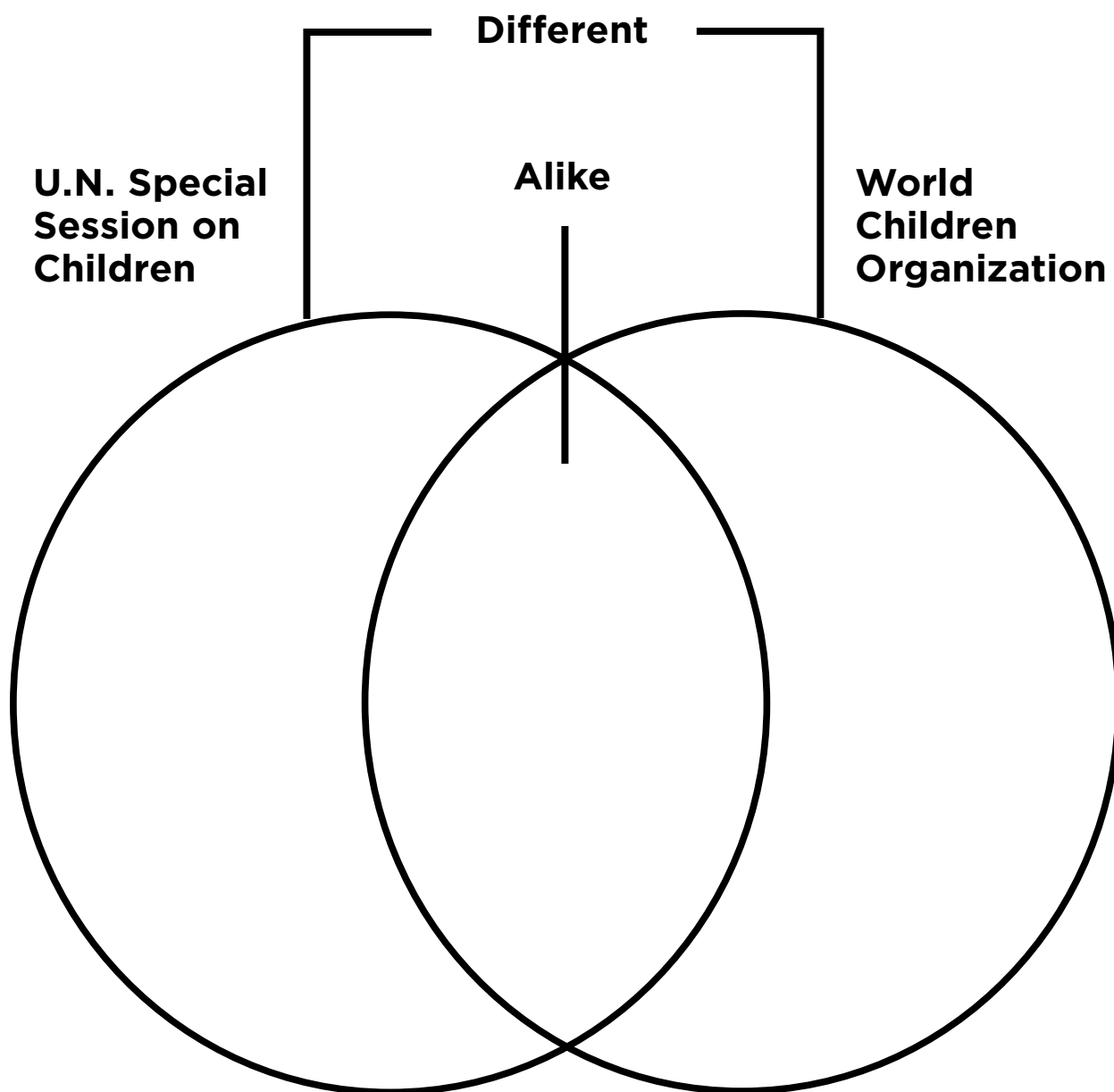
Think about the characters described in the review. In what ways are they alike? In what ways are they different? Fill in the chart below. You may have to use a separate sheet of paper.

Alike	Different
1.	1.
2.	2.
3.	3.
4.	4.



Name _____

As you read *Kid Reporters at Work*, fill in the Venn Diagram.



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How does the information you wrote in the Venn diagram help you to summarize *Kid Reporters at Work*?



At Home: Have the student use the chart to retell the story.

Name _____

As I read, I will pay attention to tempo.

Most kids create businesses out of a hobby. That's what Kenny
 11 Kirkpatrick did when he turned his passion for woodworking into a
 22 business called Ken's Pens.

26 When Kenny was eight years old, he saw an ad for pen kits in a
 41 woodworking catalog and decided to give it a try. By the age of 13, he
 55 had a new moneymaking enterprise selling wood-covered pens.

63 Kenny figures that the cost of the raw materials for each pen is
 76 about \$5. He sells his pens for \$25 to \$50. At these prices he can pay
 89 his advertising and shipping costs and still have enough money left
 100 over to make a nice profit. Sometimes kid entrepreneurs face obstacles
 111 because they are young. Crystal Ann Ramous made scenery for her
 122 school drama club. Teachers and friends praised her work. So she
 133 donated her time to arrange flowers for school and church events. But
 145 then she discovered that people would pay her for her services. At 13,
 157 she decorated a wedding for more than 200 people! In spite of her
 169 talent and achievements, however, many people doubted that Crystal
 178 could run a business because of her age. 186

Comprehension Check

1. What do Kenny and Crystal have in common? How are their businesses different? **Compare and Contrast**

2. What is the main idea of the final paragraph? What details support it?
Main Idea and Details

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Imagine that you're working at the library, and it's your job to handle the card-catalog entries for the new books.

Create a card-catalog entry in the space below. It could be for one of your favorite books or for a book that you make up. Remember the following points as you create your entry:

- The publisher line describes where and when the book was published.
- The description tells how many pages the book has and whether it includes illustrations.
- A book can be listed under more than one subject.

Author

_____**Title**

_____**Publisher**

_____**Description**

_____**Summary**

_____**Subject**

_____

Name _____

Vocabulary Strategy: Inflected Verb Endings

carry + ed or -ing

decide + ed or -ing

enjoy + ed or -ing

wonder + ed or -ing

arrange + ed or -ing

reply + ed or -ing

hope + ed or -ing

try + ed or -ing

ship + ed or -ing

answer + ed or -ing

hurry + ed or -ing

close + ed or -ing

You know the rules for adding *-ed* and *-ing* to verbs. Now put them to use. Write a story about friends who start a business together. Include the correct final spelling for at least ten of the words above.

[illegible]

Name _____

- If **c** and **g** are followed by **e**, **i**, or **y**, they usually have a soft sound.
- If **c** and **g** are followed by **a**, **o**, **u** or any consonant except **y**, they usually have a hard sound.

List words with soft **c** and soft **g** under the appropriate heading.

Soft sound

Hard sound

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Write a short rhymed or unrhymed poem, using the sounds of soft **c** and soft **g**.



Vocabulary

midst

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name _____

A logical **sequence of events** is one of the keys to writing a story that makes sense.

But who says that all stories have to be that way? On the lines below, write your own out-of-order story. Then try numbering the events in such a way that they do make sense.

- _____ 1. _____

- _____ 2. _____

- _____ 3. _____

- _____ 4. _____

- _____ 5. _____

- _____ 6. _____



At Home: Cut out four pictures from a magazine. Have your child use them to make up a story with a beginning, middle, and end.

Name _____

As you read *Mystic Horse*, fill in the Sequence Chart.

Event

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How does the information you wrote in the Sequence Chart help you to summarize *Mystic Horse*?



Name _____

As I read, I will pay attention to the tempo and try to match the energy and enthusiasm of the passage.

11 The Navajo are the largest tribe of Native Americans in North
 21 America. The ancestors of the Navajo lived in northwestern Canada
 32 and Alaska. More than 1,000 years ago, the Navajo began moving
 44 south. They settled in the southwestern part of the United States where
 55 the present-day states of Colorado, Utah, New Mexico, and Arizona
 68 meet. The land is made up of plains, wind-swept cliffs, and high
 69 mountains.
 80 Spider Rock, the world's tallest natural spire, is located here in
 89 Canyon de Chelly (da SHAY) National Park in Arizona. This amazing
 101 red sandstone spire, which soars over 800 feet high, has an important
 113 place in Navajo mythology. It is the home of Spider Woman, the
 116 Navajo "fairy godmother."
 127 The Navajo lived in homes called hogans. These houses were made
 140 of wooden poles, mud, and tree bark. The Navajos also lived in caves
 153 they built in the cliff walls of canyons. These caves were usually high
 167 enough over the floor of the canyon so that the people would be safe
 172 from enemies and dangerous floods.

Comprehension Check

1. Why might you think that Spider Woman is considered a kind and helpful mythological character? **Make Inferences**
2. What is the author's purpose in writing this selection? **Author's Purpose**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Suppose you decided to create your own website. What subjects would you want to cover? What kinds of articles or stories would you include in it? How would you link them together? What would you call it?

In the space below, write a paragraph about a subject you know well. It could be your hobby, something you learned in school, or just about anything. Underline at least three words or phrases that would be *links* to other pages on your website. Make your page look as much like a web page as you can: Give the paragraph a title, a link to the “next” page at the end, and other features that you would like to have.

ADDRESS:  GO

type words 



Name _____

For each homophone pair below, write a sentence that includes both words.

1. soars/sores

2. horse/hoarse

3. write/right

4. prince/prints

5. heard/herd

6. whale/wail



Name _____

Find ten singular words in your classroom and list them in the left column. Then write the plural form of each word in the right column.

Singular

Plural

- | | |
|-----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |
| 6. _____ | _____ |
| 7. _____ | _____ |
| 8. _____ | _____ |
| 9. _____ | _____ |
| 10. _____ | _____ |



Vocabulary

evaporate
blizzard

[illegible]

Name _____

Read the selection. Then write a summary on the lines below.

Are you interested in weather? Maybe being a meteorologist is the career for you. A good background in math and science is important for this career. In addition, it's helpful to have a good understanding of computers and be a good communicator. And, of course, you should pay close attention to the weather.

You are probably familiar with the meteorologists on TV. They do just one of the jobs open to people who study weather. TV meteorologists forecast the weather. This means that they predict what the weather will be like in the days to come.

Other meteorologists are researchers. They study weather data. Some study it just to understand more about our planet's weather. Others do applied research; that is, they study weather to help weather predicting become more accurate.

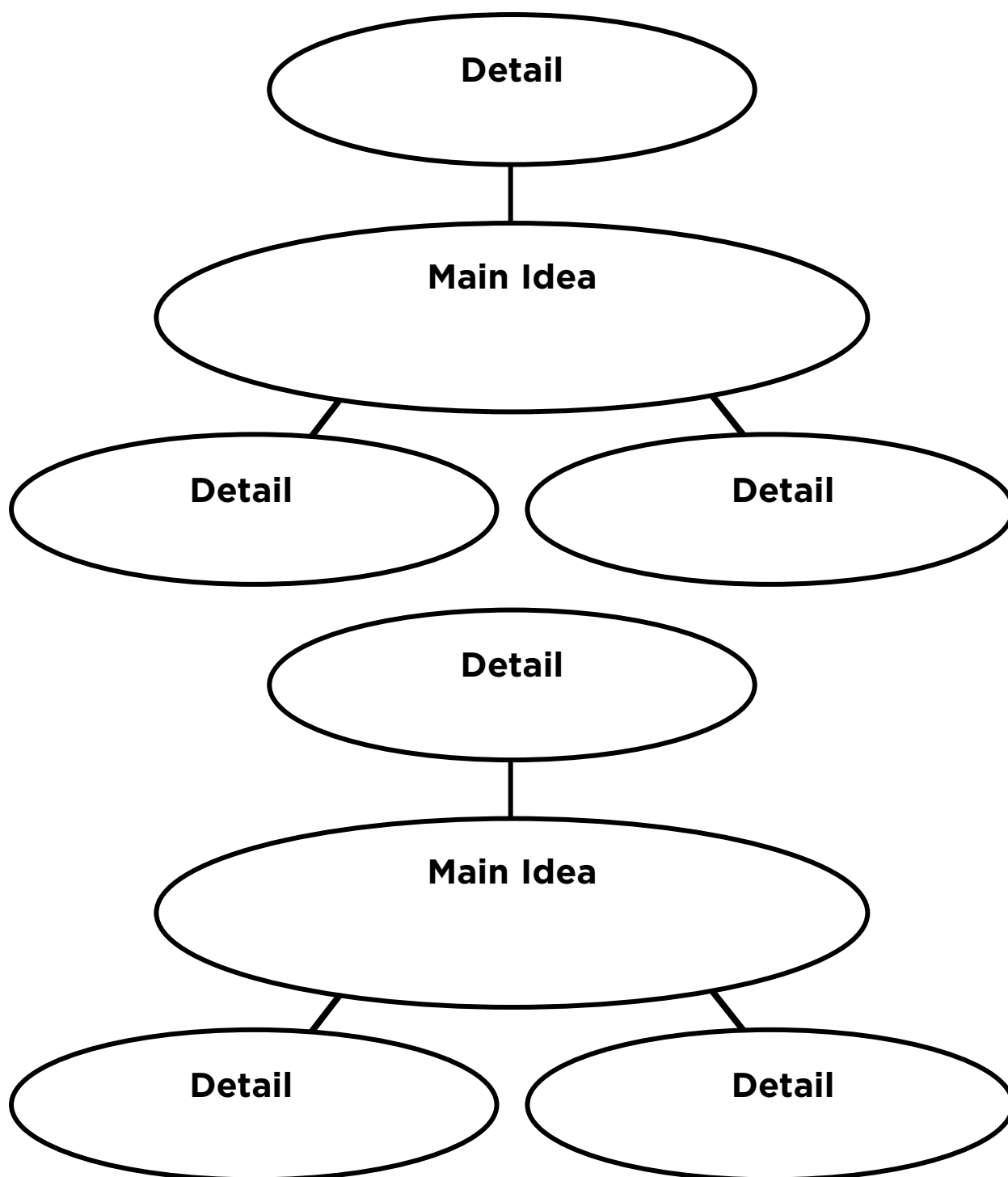
Meteorologists can also be teachers or consultants. They use their knowledge to teach others about the weather or to provide information that might help a business or agency make informed decisions.

So if tracking a blizzard or studying how clouds move fascinates you, think about becoming a meteorologist!



Name _____

As you read *Snowflake Bentley*, fill in the Main Idea Web.



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How does the information you wrote in the Main Idea Web help you evaluate *Snowflake Bentley*?



At Home: Have the student use the chart to retell the story.

Name _____

As I read, I will pay attention to the pronunciation of vocabulary words.

12 Rain is liquid precipitation that falls in drops from the clouds. The
 23 water from oceans, lakes, rivers, and even small puddles **evaporates**. It
 38 goes back into the air as a gas, called water vapor. When the air gets
 51 cold enough, the vapor turns back into a liquid and forms tiny water
 63 droplets. These droplets aren't heavy enough to fall from the sky. They
 79 stay up in the air and millions of them join together to form a cloud. As
 90 more water droplets gather together, they become heavy enough to fall
 106 to the ground as rain. Over time, the rain will make its way back to the
 119 oceans and other bodies of water. Then the water cycle will begin all
 over again.

121 When rain falls, it usually soaks into the ground or flows into rivers
 134 and streams. But too much rain can create a lot of damage. It can make
 149 rivers and streams overflow. That can create floods that destroy homes
 160 and property. Dams can get so full that they break and wipe out whole
 174 cities. 175

Comprehension Check

1. Summarize the steps of the water cycle. **Summarize**

2. What does the author want you to know about the water cycle? **Author's Purpose**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Complete the haikus with vivid imagery and figurative language.

1. The rain never stopped

2. Snow fell silently

3. The dark stormy night

4. The hail stones hammered

5. The sound of the wind

6. Ooooh--jalapeño.

7. Sheets on the clothesline

8. Not the alarm clock

9. Tomorrow's a dream

10. One little teardrop

11. Deep, deep in my heart

12. Like the cry of wolves



Name _____

The words below have more than one meaning. Write two sentences for each word. Each sentence should use a different meaning of the word. Use a dictionary to check the meanings of words that you are unsure of.

1. fire

2. pack

3. cabinet

4. degree

5. object

6. post

Circle the word whose pronunciation changes depending on which meaning is intended.



Name _____

A **compound word** is a word made by combining two other words. The new word has a meaning that is usually related to the meanings of the original words.

camp: an outdoor place to sleep and eat

fire: wood or another material that burns and gives off heat and light

campfire: a fire in a camp used for cooking or warmth

Write as many compound words as you can using the words in the box. You may use words more than once.

ball
beam
burst
drop

fall
flake
light
rain

set
shine
snow
storm

sun
rise
thunder
water

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



Name _____

technique
magnify
guardiannegatives
mysterious
totteredpatchwork
amazement
agileblizzard
venture
enterprising

Choose 10 vocabulary words from the box above. Write a sentence for each word, leaving a blank space where the vocabulary word should be. Exchange your sentences with a partner. Fill in the blanks in each other's sentences.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Name _____

Draw pictures to represent six words from the box. Exchange pictures with a classmate. Try to identify the word represented by each picture.

proclaimed
injustice
foolishness

unfair
persistence
patchwork

ancestors
responsibility
numerous

segregation
inspire
avoided

Name _____

risks
bluffingdesperate
neglectedobedience
enduredappreciated
misunderstood

Complete each sentence with a phrase that means the opposite of the underlined words in the sentence. For example, if the sentence begins, “He said he spoke the truth,” you might complete the sentence “but I knew he was bluffing.”

1. I was hopeful that I could find a new dog, _____

2. My dog was so full of wild energy that _____

3. The stray dog had once been taken care of _____

4. He said the plans were totally safe _____

5. When I gave him some water, the stray dog complained _____

6. He couldn't stand my cat _____

Name _____

Readers can often **draw conclusions** about characters and events based on what is said in the story and the readers' own experiences.

Read the story below and then write at least two conclusions that you can draw about the dog. Explain what you read that helped you draw each conclusion.

I called Wiggles, and she came running. When she saw the leash in my hand, she started to run around me in circles and bark. So I said, "Wiggles! Sit!" and she sat still while I got the leash on her.

Then we set off. Wiggles tugged at the leash and sniffed at everything we passed. When I called, "Heel!" she would drop back to walk beside me. Pretty soon, though, she would see something new and head straight for it, pulling me along.

When we got to the park I let her off the leash and we played "fetch" for a little while. She did a great job bringing the ball back. Usually, she would catch up to it before it stopped bouncing. But when I said, "Drop it!" she sometimes held onto the ball.

Just before it was time to go home, Wiggles saw a squirrel and dashed off across the meadow. The squirrel got safely up into a tree. Wiggles tried to climb straight up the trunk. When she couldn't, she just ran around and around the tree, barking excitedly. She didn't come when I called her. I had to go get her and put her leash on so that we could go home.



Name _____

As you read *Dear Mrs. LaRue*, fill in the Conclusions Chart.

Text Clues	Conclusions

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How does completing the Conclusions Chart help you to generate questions about *Dear Mrs. LaRue*?



Name _____

As I read, I will pay attention to punctuation.

11 Dogs and people go together. For thousands of years, they have
 lived in each other's company.
 16 Dogs helped hunters search for game and shepherds tend their
 26 flocks. Dogs protected their human masters from danger and
 35 unwelcome intruders.
 37 Dogs are social animals too. They offer love and companionship
 47 to the people around them.
 52 Today most dogs live as pets. But some have jobs that require
 64 special training. These dogs serve as helpers and companions to
 74 people in need. They are well trained for the work they do.
 86 Some helping dogs work in partnership with visually challenged
 95 people. Others work with the hearing or physically challenged.
 104 These dogs enable their human partners to live more independent lives.
 115 Helping dogs also work in group facilities like nursing homes or
 126 hospitals. These dogs provide welcome company for the many
 135 residents or patients staying there.
 140 Each type of helping work that a dog does demands certain skills.
 152 It's often hard work for a dog to learn them. But for those dogs that
 167 succeed, their benefit to humans is tremendous. Amazingly, all that
 177 these dogs ask for in return is praise and loving care. 188

Comprehension Check**1. Why are dogs so easy to train? Draw Conclusions****2. Why did the author write this passage? Author's Purpose**

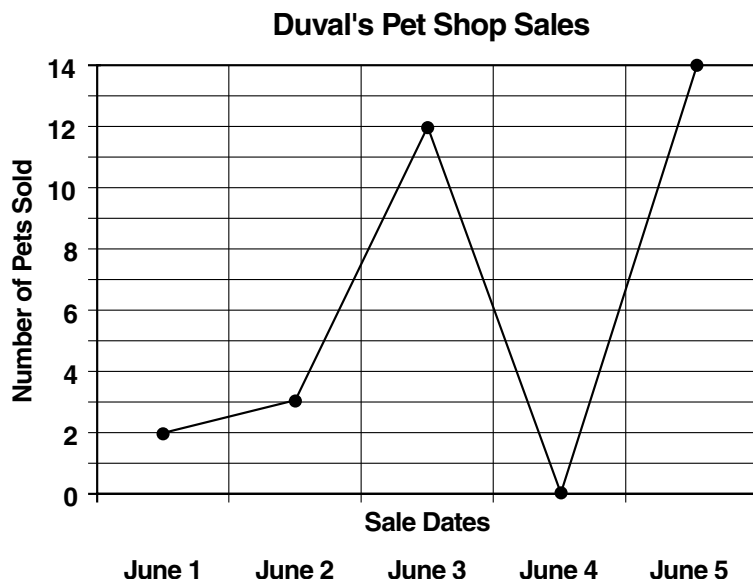
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Text Feature:
Line Graph

Line graphs can show changes in all sorts of information over time: your allowance, your height, your bedtime—you name it. The graph below shows pet sales on the first five days of June.



Write what the sales were for Duval's Pet Shop, and make up a story that could explain why more puppies were sold on some days and fewer on others.



Name _____

Add *mis-* to each word below. Then create a pet story using all of the words you have made. For example, you could write about a dog whose *misfortune* was due to his misbehavior. Use other *mis-* words if you want.

Words

1. behavior
2. communication
3. fortune
4. pronounce
5. inform

New Words

Your Story

[illegible]

Name _____

How to make word equations with the endings *-ed* and *-ing*:
Add a letter if the word has a **short** vowel sound and ends in a consonant, like *rip*. Double the last letter before adding *-ed* or *-ing*.

rip + ing = ripping rip + ed = ripped

Drop a letter if the word ends in e. Just drop the e before adding the ending.

save + ed = saved save + ing = saving

Create your own word equations below. Write a one-syllable verb in the first blank, and either *-ed* or *-ing* in the second. Then write the completed word after the equal sign.

1. _____ + _____ = _____

2. _____ + _____ = _____

3. _____ + _____ = _____

4. _____ + _____ = _____

5. _____ + _____ = _____

6. _____ + _____ = _____

7. _____ + _____ = _____

8. _____ + _____ = _____

9. _____ + _____ = _____

10. _____ + _____ = _____

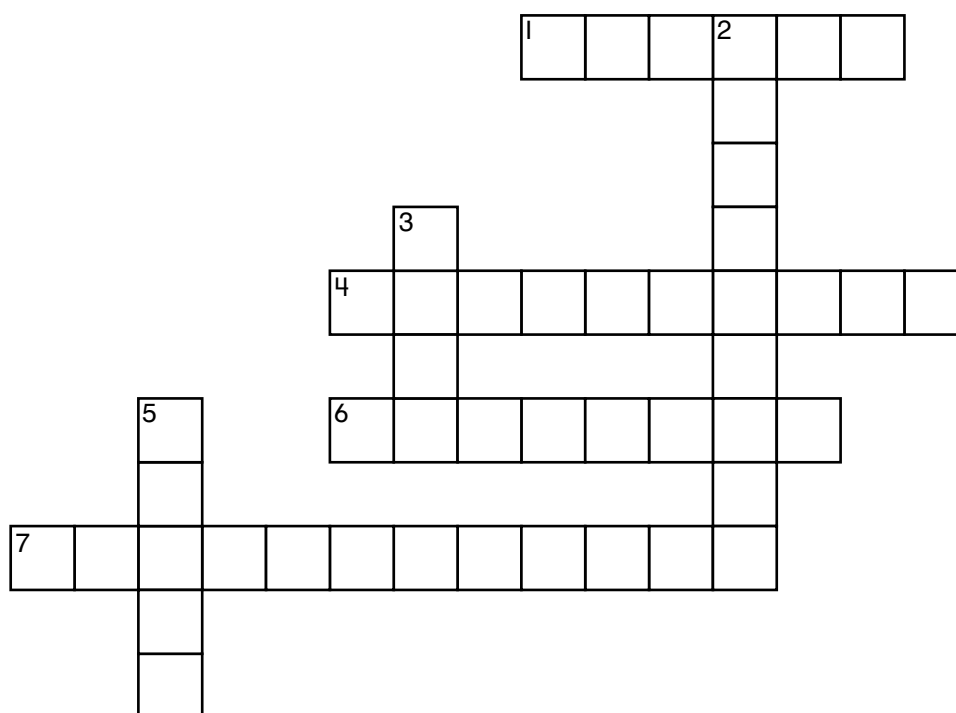


Name _____

fade
jealousycautiously
disguisedcrisscrossed
faint

wisdom

Use the clues to fill in each vocabulary word in the crossword puzzle.

**Down**

2. dressed as someone else
3. grow dim
5. slight

Across

1. common sense
4. carefully
6. envy
7. marked by crossed lines

Name _____

When you **draw conclusions**, you use information from the story and your own experiences to decide something that is not directly stated in the story.

Read the passage below.

When Erik Weißenmayer was 13, he began to lose his sight, but he never lost his interest in mountain climbing. He followed sighted climbers as they went up a mountain. At the top, he listened to the wind in the trees, and felt the sun on his face. Commenting on his remarkable achievements Weißenmayer said, “There is a blurry line separating what the world sees as impossible, yet what we know in our hearts to be fully possible.”

Draw a conclusion from the information in this passage and explain your reasoning.

1. _____

Now describe something that is not a reasonable conclusion to draw from the article. Why shouldn't people draw this conclusion?

2. _____



Name _____

As you read *The Blind Hunter*, fill in the Conclusions Chart.

Text Clues	Conclusions

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How does completing the Conclusions Chart help you to generate questions about *The Blind Hunter*?



At Home: Have the student use the chart to retell the story.

Name _____

As I read, I will pay attention to pauses, stops, and intonation.

During the 1940s and 1950s there was a serious outbreak of polio in the United States. People were very frightened. Most of those who got this disease were children. The most frightening thing about the disease was that no one knew how it spread. People did not know how to protect themselves or their children.

Scientists didn't know why, but polio seemed to spread faster during the summer months. Many public swimming pools and beaches were closed during this outbreak as a way to prevent the spread of polio.

Children were very cautious when they went outside because they were afraid they would get sick. Polio is especially scary because a small number of people who became ill were paralyzed for life. People with paralysis cannot move their arms, legs, or other parts of the body. Some people even died from polio.

Perhaps most of the fear came from the fact that not much was known about polio. Even today, scientists don't know much more about it than they did in the 1950s.

Comprehension Check

- How did the fear of polio change children's lives in the 1950s? **Draw Conclusions**
- How do you know that many polio survivors did not develop paralysis? **Make Inferences**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Could you invent a device that would make life easier for people with physical challenges? Describe how people with disabilities would use your device.

Next create a glossary of two important words from the description of your device. Be sure to include the part of speech, pronunciation, syllable breakdown, and plural forms.

1. _____

2. _____



[illegible]

Name _____

List five words ending with a consonant + *y* in the left blank under each heading below. Be sure that you can add the ending shown in the heading to the words you write under it. Then add the ending shown and write the correct spelling of each word in the right blank.

Add <i>-ed</i>	Add <i>-er</i>
1. _____	11. _____
2. _____	12. _____
3. _____	13. _____
4. _____	14. _____
5. _____	15. _____
Add <i>-es</i>	Add <i>-est</i>
6. _____	16. _____
7. _____	17. _____
8. _____	18. _____
9. _____	19. _____
10. _____	20. _____



Name _____

globe

fuels

electrical

decayed

Use your book's glossary or a dictionary to find definitions for the vocabulary words and write them below, using your own words.

globe 1. _____

2. _____

fuels _____

electrical _____

decayed _____

Write two sentences using all of the vocabulary words.

Name _____

Writers use the techniques of *persuasion* when trying to convince a reader to agree with them or to take a specific action. Write a letter to a friend asking him or her to take a specific action. For example, it might be for going to see a particular movie.

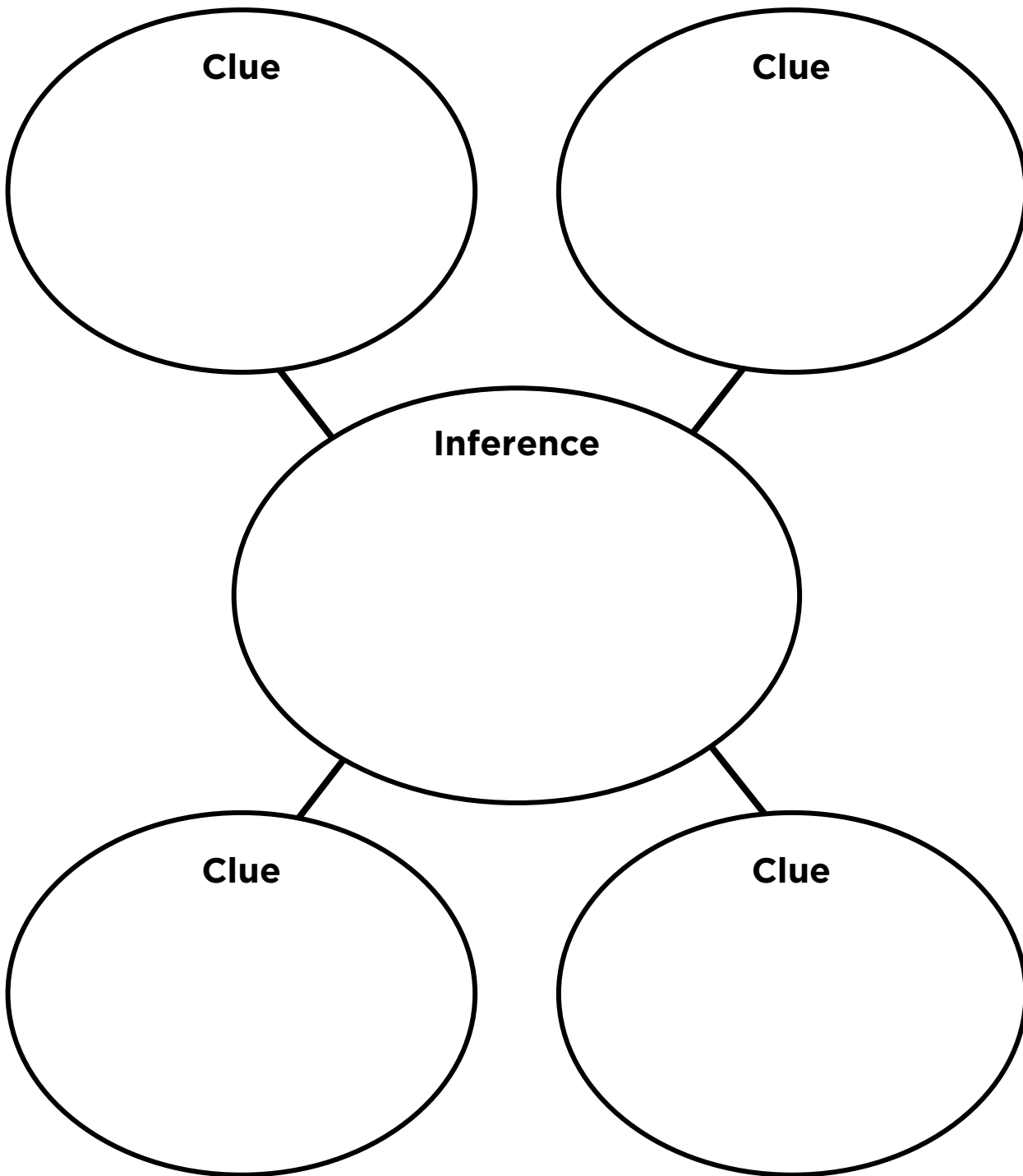
Be sure to include the following elements.

- a clear statement of what you want to do
Let's go see Star Travelers on Saturday at two o'clock at the Variety Cinema.
- at least one fact in support of what you want to do
Tickets there cost \$2 less than they do at the Megaplex.
- at least one appeal to your friend's feelings
It would be cool to be the first to see it.
- a strong concluding sentence
So give me a phone call and tell me if you want to go.



Name _____

As you read *The Power of Oil*, fill in the Inference/Opinion Web.



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How does the information you wrote in the Inference/Opinion Web help you generate questions about *The Power of Oil*?



Name _____

As I read, I will pay attention to my pronunciation of vocabulary words and other difficult words.

11 What would happen if we didn't have electricity or gasoline? We
 25 wouldn't be able to drive cars or ride trains. People living in cold areas
 37 would have to burn wood to keep warm. And at night, everything
 40 would be dark.
 53 We get some of our electricity from the sun and from water. More
 65 often we use **fuels**, such as petroleum and coal. These fuels were
 76 formed millions of years ago from plants and animals that **decayed**.
 87 The fuels cause air and water pollution. They are also nonrenewable
 95 resources. That means they will run out someday.
 109 Is it possible to find an energy source that won't run out and doesn't
 123 pollute? It is! We already use solar panels and dams on rivers to make
 135 electricity. But did you know that we can also use the wind?
 The wind can make a lot of energy. 143

Comprehension Check

1. What technique does the author use to try to convince you that wind is a good energy source? **Persuasion**
2. How are petroleum and wind alike? How are they different? **Compare and Contrast**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Keywords are powerful tools when you're seeking information on the **Internet**. Picking the right set of words to use to conduct a search can bring the information you want to your fingertips. But keywords can be tricky, too. Sometimes one keyword can bring up two or more very different topics. For example, entering *solar* could give you Web pages on solar power and the solar system.

For each keyword below, write two different topics or search results that you get when you enter the word into a search engine by itself.

1. energy _____
2. polar _____
3. cook _____
4. flight _____
5. fossil _____
6. Washington _____
7. train _____
8. oil _____



Definitions

Context clues can help readers determine the meaning of an unfamiliar word. Sometimes writers will provide the **definition** of a word in the context of a sentence or paragraph.

Read the words in the box. Then use each word in a short paragraph about energy. Provide a definition for each word as you use it.

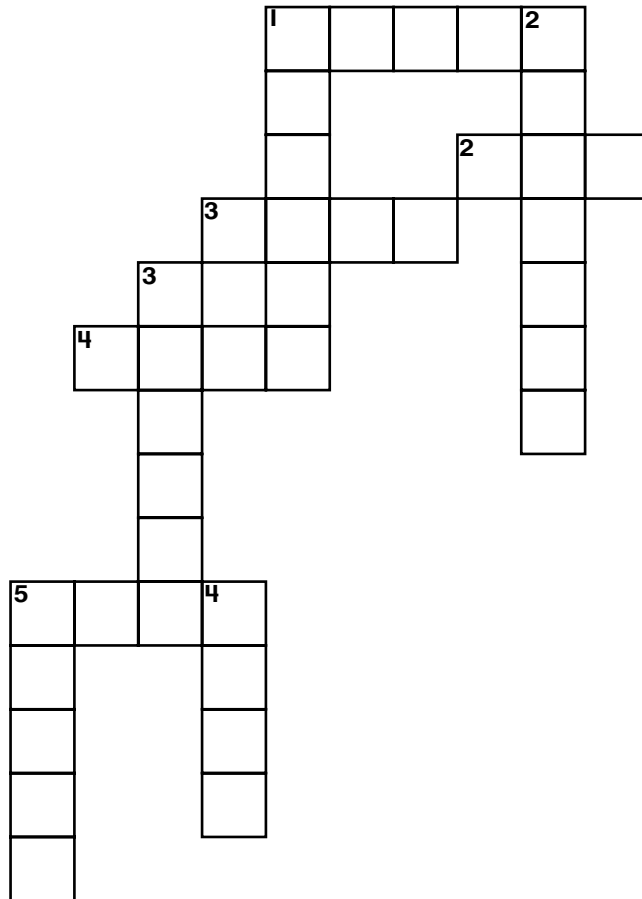
electrical decayed globe fuels

[illegible]

Name _____

Use the clues to complete the crossword puzzle. Words with /ü/ sounds go across, and words with /û/ sounds go down. Words with /ū/ sounds do *not* go in the puzzle.

1. something to sit on
1. ought to
2. searching
2. not me, but ____
3. the month after May
3. a chocolate-chip dessert
3. a box made of six squares
4. it's what comes from trees
4. it's what you eat
5. you make it with meat and potatoes
5. relative of a donkey
5. the opposite of sat



Vocabulary

massive

[illegible]

Name _____

Recall the sequence of events that happened on a vacation or during a special family event. Write down the sequence of events and put them in the correct order.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____



Name _____

As you read *Adelina's Whales*, fill in the Sequence Chart.

↓
↓

How does the information you wrote in the Sequence Chart help you to analyze the text structure of *Adelina's Whales*?



Name _____

As I read, I will pay attention to my tempo and try to match the action in the story.

It is a warm, sunny day. You are on a whale-watching boat trip.

13 Everyone is very excited. The captain promises that you will see a gray
26 whale. After just a little while, you realize this is going to be even
40 better than you thought. There is a mother gray whale and her calf
53 swimming near your boat.

57 You are admiring the baby whale, just the way the mother whale
69 seems to want you to. Suddenly a dark black fin appears in the water.
83 It's the dorsal fin of an orca whale. Now there are two dark black fins,
98 then three and four. What is happening? Six killer orca whales are
110 attacking the baby whale.

114 The mother does her best to fight them off. You keep watching,
126 hoping the mother can save her calf. She rolls like a log to push the
141 attackers away. Then she lifts the calf in the air with her flippers
154 so the baby is protected from the orca whales. Finally, the mother gray
167 whale manages to lead her calf to shallow waters. The killer whales do
180 not follow. 182

Comprehension Check

1. What events do the whale watchers witness from the boat? **Sequence**

2. Why do you think the orca whales attack the calf, but not the mother?

Draw Conclusions

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Limericks may be short, but their format demands much thought to achieve the required meter and rhyme scheme. Study this limerick by Edward Lear. Then complete it by circling the correct words and explain whether each numbered word was chosen because of meter, rhyme scheme, or both.

There was an old man in a _____,
 Whose whiskers were _____ to _____,
 But the birds of the _____
 Pluck'd them perfectly _____
 To make themselves _____ in that tree.

1. tree

hickory

4. air

sea

Reason: _____

Reason: _____

2. beautiful

lovely

5. clean

bare

Reason: _____

Reason: _____

3. see

witness

6. comfortable

nests

Reason: _____

Reason: _____

Write your own limerick on the lines below. Be sure that your poem includes the correct rhyme scheme and meter.



2. _____

[illegible]

Name _____

Two different letter pairs stand for the **oi** sound.oi **foil**oy **enjoy**Two other letter pairs stand for the **ou** sound.ou **couch**ow **frown**

Read the passage below. Circle the words that have the /oi/ sound. Underline the words that have the /ou/ sound.

A boy named Floyd found a mouse in the house. As he played with his toys, young Floyd enjoyed watching the mouse run around in the soil of the flower pots. Then the boy followed the mouse into the kitchen, where it carefully avoided Cook, carrying a bowl of boiling soup.

“Eeek!” shouted the boy’s mother. “How did a mouse get into our lovely house?”

“I doubt whether we’ll ever know how it got in, Mother. At the party last week it might have come in with the crowd on the hem of some proud lady’s gown. Perhaps Cook brought it in full grown in a bag of flour. Maybe it was born in our barn and raised in our tower, and only now shows its little brown face without cowering. Oh, Mother, don’t be a grouch! Don’t pout and don’t frown. Please don’t shout or shoo it out. Our little friend makes no noise. It has no voice and will never be loud. How can you think of destroying what isn’t annoying?”

“It’s thoroughly spoiling an already rough day! I cannot allow it to stay in the house! Take your mouse outside now in an old, soiled pouch or I’ll drown it or pound it or broil it today.”

“Ouch,” replied Floyd, and went in search of a pouch.

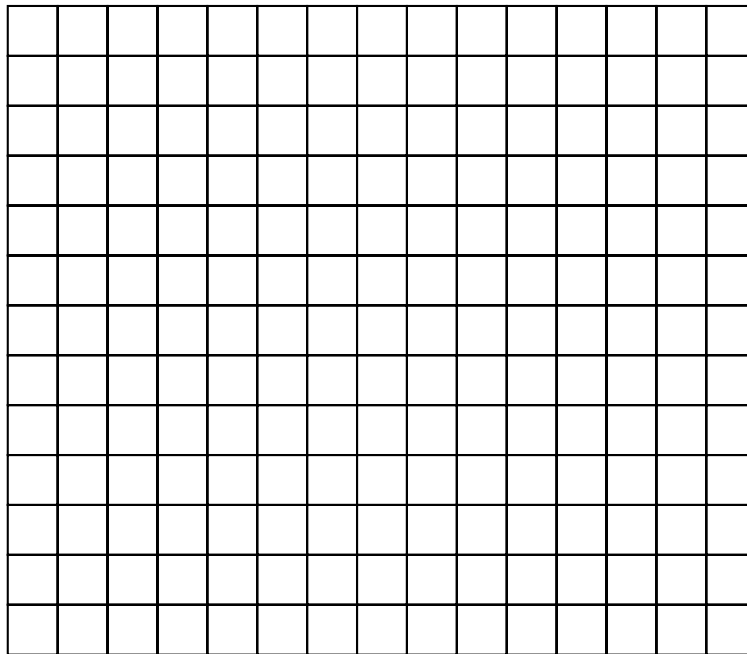


Name _____

coral
currentreef
partnershipbrittle
suburbs

eventually

Make your own crossword puzzle using the vocabulary words above. Figure out which words will go across and which will go down. Be sure that the words in your puzzle cross in the right places. Then write clues. When you're done, exchange puzzles with a partner.

**Across****Down**

Name _____

Compare and contrast yourself with one of your friends or relatives. Write your name at the top of the first column. Complete the column by writing five things about yourself. Write the other person's name at the top of the second column. Then compare and contrast the other person with what you've written about yourself. If the two of you share the thing in common, write "same." If not, describe how the other person is different from you.

My Name: _____ **His or Her Name:** _____

1. _____ 1. _____

2. _____ 2. _____

3. _____ 3. _____

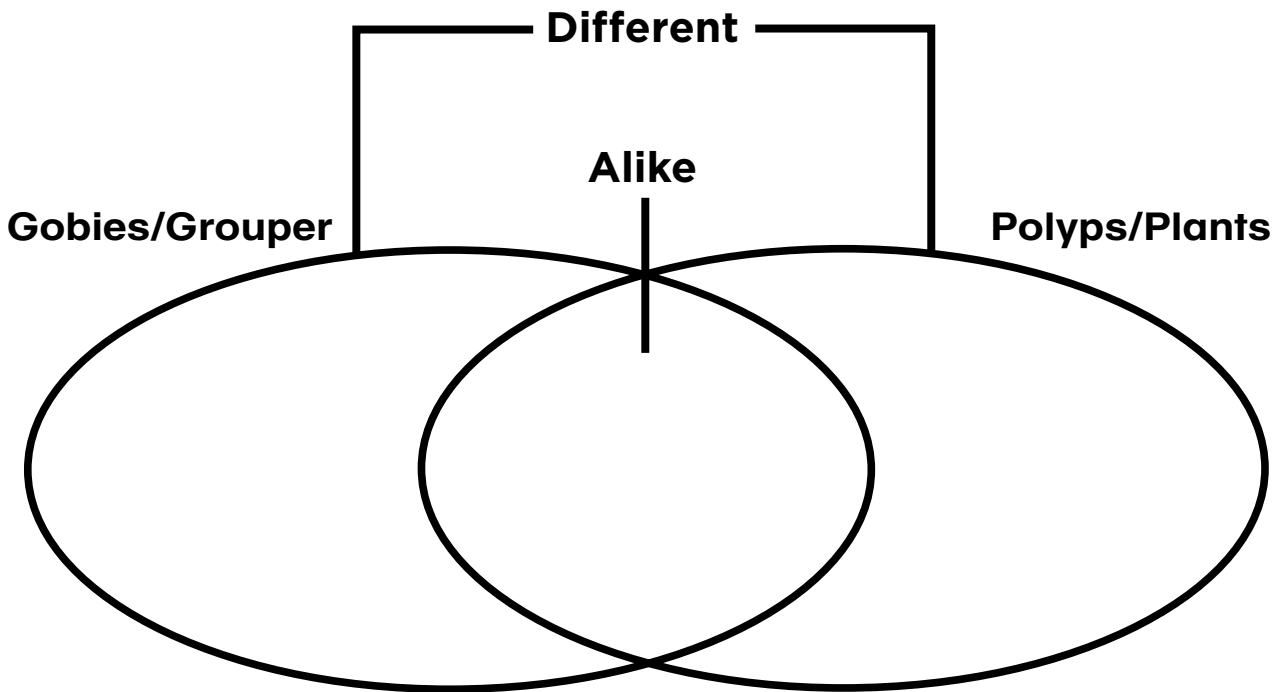
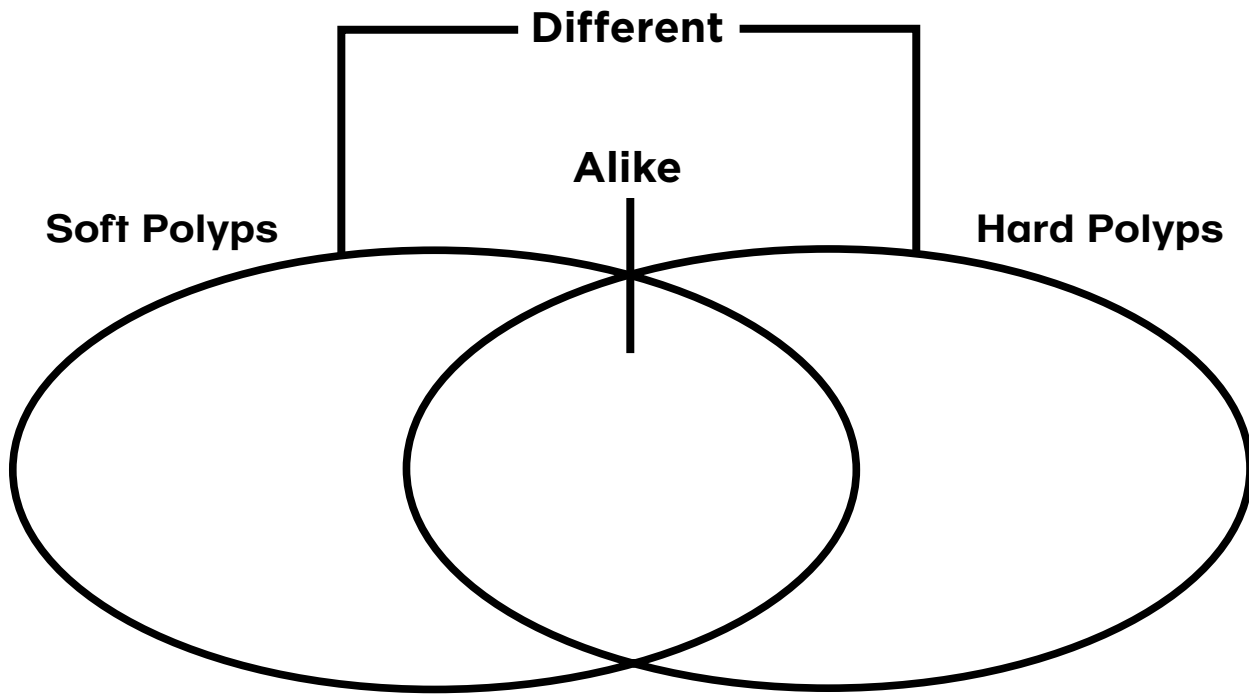
4. _____ 4. _____

5. _____ 5. _____



Name _____

As you read *At Home in the Coral Reef*, fill in the Venn Diagram.



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How does completing the Venn Diagram help you to analyze the text structure of *At Home in the Coral Reef*?



Name _____

As I read, I will pay attention to my pronunciation of vocabulary words.

Some ocean ecosystems are filled with bizarre and beautiful life forms.

11 In warm, shallow waters, lush **coral** reefs bustle with life. Tourists visit
23 these reefs to see thousands of colorful fish.

31 In other ocean ecosystems, life struggles to survive in harsh conditions. Salt
43 water is poison to most trees. But mangrove trees manage to grow in the
57 ocean's salty water. These trees provide food and shelter to many small
69 animals.

70 There is another ecosystem where conditions are even harsher. It rivals
81 the coral reefs for bizarre and beautiful life forms.

90 It is a world of towering chimneys squirting out what looks like black
103 smoke. It is a world filled with creatures that look like puffy orange balls
117 and giant pens with bright red caps.

124 Scientists only discovered this fantastic world in the 1970s. It is the
135 world of hydrothermal vents.

139 Hydrothermal vents remained a secret for so long because they are hidden
151 at the bottom of the ocean. They lie under more than a mile of water and
167 it was not until the 1950s that submarines could dive down that deep. 179

Comprehension Check

- How are coral reefs and hydrothermal vents similar? How are they different? **Compare and Contrast**
- What conclusion can you draw about the amount of light around hydrothermal vents? **Draw Conclusions**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Literary Elements: Protagonist and Hyperbole

Name _____

A **protagonist** is a story's main character. **Hyperbole** is the use of exaggeration to make a point or create drama.

Write a story about a protagonist who uses hyperbole when he or she talks. Before you start writing, think about how other characters respond to these exaggerations. Are they confused or amused? Are they irritated or captivated?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name _____

Sometimes writers will provide **descriptions** as context clues in order to help their readers clarify a word's meaning.

Supply descriptions as context clues for each of the following five words. Be sure that the descriptive context clues help make the meanings of the words clear.

harsh

sunken

gusts

compass

cargo

1. _____

2. _____

3. _____

4. _____

5. _____



Name _____

You can find the **/ô/ sound** in words like *caller*, *walker*, *shawl*, and *caught*.

List eight words with the /ô/ sound. Underline the letters that stand for the sound. Then write a sentence for each word.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____



Name _____

Draw pictures to represent six words from the box.
Exchange pictures with a classmate and try to identify the word represented by each picture.

disguised	fade	snoring	tangles	dove
partnership	suburbs	decayed	neglected	endured
obedience	cautiously	crisscrossed	electrical	rumbling

Name

Write a story using six of the vocabulary words below.

Choose the words you will use before starting to write. Continue your story on a separate sheet of paper, if necessary.

disguised

desperate

eventually

bluffing

wisdom

decayed

massive

rumbling

unique

neglected

tourists

tangles

[illegible]

Vocabulary

positive
advanced

[illegible]

Name _____

Use your own words and include only the most important information in a **summary**.

Read the following passage. Then summarize it.

Chances are, your local public library has a Children's Room. This is a separate room within a library where kids can go to browse and read books written specifically for children. Sometimes, the children's room librarian will read aloud some children's books to the kids who are visiting.

Children's books have been included in public libraries since 1895. In 1899, special rooms for children began to be included in library designs as new libraries were built. These rooms were designed with children in mind. Smaller chairs and tables are often set up in this section of a library. You might also see a reading corner with big pillows on the floor. In 1901, the Andrew Carnegie Free Library in Carnegie, Pennsylvania, designed a children's room with low bookcases so children could reach the books.

The idea of a Children's Library Story Time began in 1899. Charlotte Keith was the first Children's Librarian in a library in Pittsburgh, Pennsylvania. She started a story time to attract young readers to the library. The tradition has continued to this day.



Name _____

As you read *Because of Winn-Dixie*, fill in the Summarizing Chart.

↓
↓
↓
↓

How does the information you wrote in the Summarizing Chart help you to evaluate *Because of Winn-Dixie*?



Name _____

As I read, I will pay attention to end punctuation in each sentence.

13 Alicia pulled up the collar of her parka as a cold gust of
 25 wind blew past. It wasn't hot, it wasn't sunny, and the beach
 36 was 3,000 miles away in Florida, where they used to live before
 50 Mom got a new job in Seattle. It had been a month since their
 61 family had moved to Everton, a town outside Seattle, and Alicia
 74 still wasn't used to the weather. In Miami it was usually in the
 86 70s in February. But here every day seemed to be cold and wet.
 99 The skies were gray, and the air had a peculiar smell. It was
 nothing like the salty sea air she was used to.

109 Mark kicked a stone and watched it skip into a puddle. "Of
 121 course," he thought to himself. "Where isn't there a puddle?"
 131 He knew that was an exaggeration. It didn't always rain here. It
 143 was just that when it rained in Florida, the skies cleared up
 155 afterward. Here the skies stayed overcast for days. But Mark
 165 tried to stay cheerful. He had read about the Pacific Northwest
 176 and learned that the weather during the summer was just fine.
 187 Then they would go to the mountains, which would be really
 198 exciting. 199

Comprehension Check

1. Even though Seattle and Miami are near oceans, how do they differ?

Compare and Contrast2. How do the characters feel about their new home? **Draw Conclusions**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Onomatopoeia is the use of a word that imitates the sound that it stands for.

A **simile** compares two different things, usually by using the word *like*, *as*, or *than*.

Describe an exciting event using onomatopoeia. Try to use onomatopoeia at least two times.

Write three sentences, each using a simile to describe the way someone looks.



Name _____

Write a synonym for each of the words below. Choose a synonym with a different connotation. Use it in a sentence, and then explain how your new word is different.

1. A synonym for *full*: _____

Sentence: _____

How my word is different: _____

2. A synonym for *small*: _____

Sentence: _____

How my word is different: _____

3. A synonym for *sad*: _____

Sentence: _____

How my word is different: _____

4. A synonym for *walk*: _____

Sentence: _____

How my word is different: _____



Name _____

On the lines below, list ten two-syllable words that have the VC/CV pattern. Write the first syllable in the left blank and the second syllable in the right blank.

First Syllable

Second Syllable

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

On the lines below, write pairs of words. One word should have the VC/CV pattern, and the other should not. Have a partner circle the word with the VC/CV pattern in each pair.

11. _____
12. _____
13. _____
14. _____



Name _____

cranky
specialtybumbling
famishedselfish
commotion

exasperated

Imagine that you are writing a play. On the lines below, describe four of the characters in your play. Use all of the vocabulary words.

1. _____

2. _____

3. _____

4. _____

Name _____

When you read or watch a play, you **make judgments** about the characters based on what they say and do.

Read the passage below and then write down the judgments you made about the characters. Did your judgments change as you read? Explain.

Jarela: Cook, could I have some soup?

Cook: No, you can't. I'm busy with other things. You'll have to wait.

Jarela: But I'm so hungry. *Please* give me some soup.

Cook: I said no.

Jarela: What if I helped you with something first? What could I do?

Cook: Well, you could scrub out those pots.

Jarela scrubs out the pots.

Cook: Thank you. Here's some chicken noodle soup.

Jarela: Oh, my favorite! Thank you very much.



Name _____

As you read *Ranita, the Frog Princess*, fill in the Make Judgments Flow Chart.

	→	
	→	
	→	
	→	
	→	
	→	

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How does the information you wrote in the Make Judgments Flow Chart help you to evaluate *Ranita, the Frog Princess*?



Name _____

As I read, I will pay attention to dialogue and characters' roles.

- 12 *[Enter Rafael and Pauline from opposite sides of the stage. Rafael is*
 26 *carrying a soccer ball under his arm and a math test in his hand.*
Pauline is carrying an armful of books.]
 33 **Rafael:** *(smiling and waving a math test)* Hey, Pauline! I got an "A" on
 47 my math test. Thanks for your help!
 54 **Pauline:** *(peers over the top of the books she's holding)* Good job! And
 67 guess what? I got an "A" on the French test.
 77 **Rafael:** *(takes some of her books)* That's great! Why don't we
 88 celebrate? We could go to the park and kick a soccer ball around.
 101 **Pauline:** No thanks. I have rehearsal for *Sleeping Beauty* tonight and I
 113 need to finish my homework. Why don't we just study?
 123 **Rafael:** *(exasperated)* You know what? You still haven't learned how to
 134 have any fun.
 137 **Pauline:** Yeah? Well, you're just a silly boy. *[Rafael and Pauline glare*
 149 *at one another. Enter a man in a suit holding a cell phone.]*
 162 **Man in Suit:** *(to Rafael)* Excuse me, your highness. The king wishes to
 175 speak to you.
 178 **Rafael:** *(taking the cell phone and speaking into it)* Dad? 188

Comprehension Check

- Did Pauline make the right decision to choose homework over relaxing? Why or why not? **Make Judgments**
- What clues suggest that if Rafael and Pauline can stop arguing, they might make a good team? **Draw Conclusions**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Conduct your own interview with a partner from your class.
On the lines below, write at least four questions for your partner to answer about his or her favorite actor. Then ask your partner the questions and record his or her answers on the lines below.

Q: _____

A: _____

Q: _____

A: _____

Q: _____

A: _____

Q: _____

A: _____



Name _____

Write as many antonyms as you can for each word below.**1. hot**

_____	_____
_____	_____

2. noisy

_____	_____
_____	_____

3. pleased

_____	_____
_____	_____

4. slow

_____	_____
_____	_____

5. funny

_____	_____
_____	_____

6. confused

_____	_____
_____	_____



Name _____

If the first syllable of a word is **open**, the vowel sound is long, and the syllables break in the **V/CV pattern**.

If the first syllable of a word is **closed**, the vowel sound is short, and the syllables break in the **VC/V pattern**.

On the lines below, write ten words with an open first syllable and ten words with a closed first syllable. Divide the syllables with a slanted line (/).

Open First Syllable

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Closed First Syllable

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____



Vocabulary

estimated

[illegible]

Name _____

Identify which of the following statements are facts and which are opinions.

1. The Spanish explorers were braver than the French or the Portuguese.

2. Columbus set out across the Atlantic Ocean in 1492.

3. In the 1500s the Spanish explored Mexico, Central America, and South America. _____

4. Ponce de León explored Puerto Rico and Florida. _____

5. Most people would agree that Hernán Cortés, who explored Mexico, is the best known of all explorers. _____

6. The most important find occurred when Hernando de Soto discovered the Mississippi River. _____

Rewrite four of the statements above, turning the facts into opinions and the opinions into facts.

7. _____

8. _____

9. _____

10. _____



Name _____

As you read *Exploring the Undersea Territory*, fill in the Fact and Opinion Chart.

Facts	Opinions

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How does the information you wrote in the Fact and Opinion Chart help you to evaluate *Exploring the Undersea Territory*?



At Home: Have the student use the chart to retell the story.

Name _____

As I read, I will pay attention to my pronunciation of vocabulary and other difficult words.

Marco Polo was born around 1254 in Venice, Italy. His father and uncles were successful merchants. When Marco was born, his father, Niccolo, and his uncle, Maffeo, were in Constantinople. The Polos left Constantinople in about 1260. They set out eastward, along the Black Sea. Marco did not meet his father until years later.

In this **period** the Mongol Empire ruled much of Asia. Local Mongol leaders, or khans, ruled different regions. The greatest was Kublai Khan, the ruler of Cathay. That was what medieval Europeans called China. After four years of travel, the Polos reached the Great Khan's court. He was probably at his summer palace. It was called Shang-du, or Xanadu (ZAN-ah-doo).

The Polos won Kublai Khan's favor. After a while, he sent them back home to Europe. Their trip paved the way for Marco's own adventures.

The Polos could not stay home for long since Kublai Khan was expecting them back. Marco's father and uncle left again after being home for only two years. This time, the teenaged Marco went with them. They traveled by camel across what is now Turkey and northern Iran.

Comprehension Check

1. Why do you think trading trips took years? **Draw Conclusions**
2. What kinds of characteristics did the Polos have? **Character**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Skim the following passages and write the name of the report you could use the information for.

The best time for birding on the island is from August to November. The Ranomafana rainforest is home to the crested ibis and the red-tailed vanga, while Zombitse National Park is the best place for locating the stately giant coua and the impressive Madagascar hoopoe.

1. _____

Treatment begins with removing the victim from the water and performing CPR to bring oxygen to the lungs, heart, and brain. CPR, which should be attempted only by people who have been trained and certified in its use, consists of the following sequence of steps.

2. _____

In 1500 Vasco Núñez de Balboa sailed with Rodrigo de Bastidas from Spain to Colombia, and they set out to search for treasures along the northern coast of South America. In 1511 Balboa founded the first European settlement in South America, and in 1513 he discovered the Pacific Ocean.

3. _____

Born in Gibbstown, New Jersey, Sylvia Earle was raised on a small farm near Camden. From the time she was small, Sylvia was fascinated by the creatures and plants she found as she explored the woods near her home. Then when Sylvia was 13, her family moved to Clearwater, Florida.

4. _____

5. Once you realized that a book would be useful in writing your report, you would use the Index or Table of Contents to find out which pages might have the information you needed. To locate a certain date or place name on one of these pages, what would you do?



Name _____

An **analogy** is a comparison between two pairs of words that have the same relationship.

Determine the relationship between the words. Then complete the analogies.

1. *Wonderful* is to *fabulous* as *terrifying* is to _____.
2. *A* is to _____ as *one* is to *number*.
3. *Lion* is to *roar* as _____ is to *hiss*.
4. _____ is to *jacket* as *zipper* is to *trousers*.
5. *Cloud* is to *sky* as *wave* is to _____.
6. *Marshmallow* is to _____ as *lemon* is to *iced tea*.
7. *First* is to *last* as *George Washington* is to _____.
8. _____ is to *dentist* as *eye* is to *optometrist*.
9. *Glove* is to _____ as *sock* is to *foot*.
10. _____ is to *Massachusetts* as *Cape May* is to *New Jersey*.
11. *Gills* are to *fish* as _____ are to *humans*.

Now it is your turn to create analogies. Fill in three blanks in each sentence. Then swap with a partner to complete the fourth.

12. _____ is to _____ as _____ is to _____.
13. _____ is to _____ as _____ is to _____.
14. _____ is to _____ as _____ is to _____.



Name _____

List six two-syllable words that have an accented first syllable.
Then list six two-syllable words with an accented final syllable.

Accented First Syllable**Accented Second Syllable**

1. _____

7. _____

2. _____

8. _____

3. _____

9. _____

4. _____

10. _____

5. _____

11. _____

6. _____

12. _____

Write a long sentence or two smaller sentences containing mostly two-syllable words, all accented on the first syllable. Make sure that everything you write is about the same subject. For fun, see if you can get some neighboring words to begin with the same letter of the alphabet. Can you manage to have the last word of the second sentence rhyme with the last word in the first sentence, or with a word somewhere in the middle?

13. _____

14. _____

What have you created? _____



Vocabulary

barbecue

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

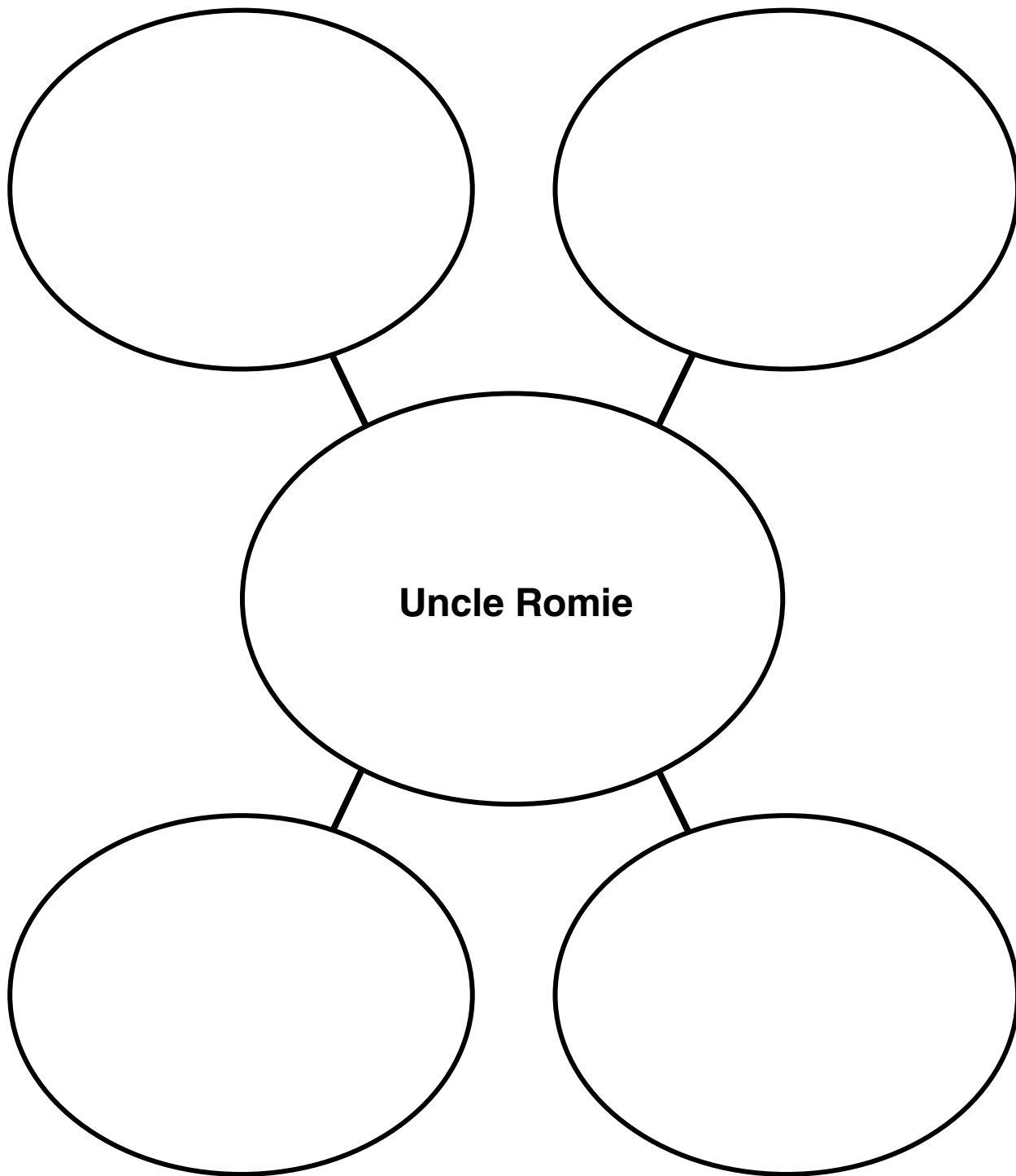
Comprehension: Character

friendly

[illegible]

Name _____

As you read *Me and Uncle Romie*, fill in the Character Web.



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How does the information you wrote in the Character Web help you to monitor your comprehension of *Me and Uncle Romie*?



Name _____

As I read, I will pay attention to my tempo in order to match the action in the story.

“Over here, over here!”

4 I followed the voice and found Benvenuto lurking around the
14 corner of Signor Agnolo’s shop.

19 “Hold on,” he said. “I’ll go with you on your errand.”

30 “Aren’t you supposed to be working?” I asked.

38 “Yes, but it’s a **glorious** summer afternoon,” Benvenuto said.

47 “I thought I’d rather come with you than sit in a dark workshop.”

60 “Signor Agnolo will be angry,” I said.

67 “No, he won’t. I’ll finish my work when I get back, and then
80 he won’t have anything to complain about — if he even notices
91 I’m gone,” he added, smiling mischievously.

97 I knew he was right. Benvenuto Cellini was by far the most
109 talented of the apprentices at Signor Agnolo’s goldsmith shop.
118 He could finish any amount of work faster than anyone else. It would
131 be twice as good, too. Signor Agnolo knew that if he got rid of
145 Benvenuto, he would go to another shop. Then that goldsmith
155 would benefit from his talent.

160 My parents had sent me to Signor Agnolo’s only three months ago,
172 right after my twelfth birthday. It was time for me to learn a trade. 186

Comprehension Check

1. What can you tell about Benvenuto’s character? **Character**
2. What is Benvenuto trying to accomplish in his conversation with his friend?
Persuasion

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



**Text Feature:
Directions**

Name _____

On the lines below, write a set of directions that describe how to make a simple drawing. It could be a drawing of an animal, a face, a house, or anything you can describe in a few simple steps. List the materials that will be needed to follow the directions. Be sure to number your steps.

[illegible]

Name _____

Write a description that could be used as a context clue for each of the following words. Then do the same for a word of your choice.

1. easel _____

2. kiln _____

3. portfolio _____

4. museum _____

5. sketches _____



Name _____

Phonics:

Final /ər/

Under each heading, write three words with the /ər/ sound that have the indicated spelling. Then use the words in a sentence.

1. /ər/ spelled ar

2. Sentence: _____

3. /ər/ spelled er

4. Sentence: _____

5. /ər/ spelled or

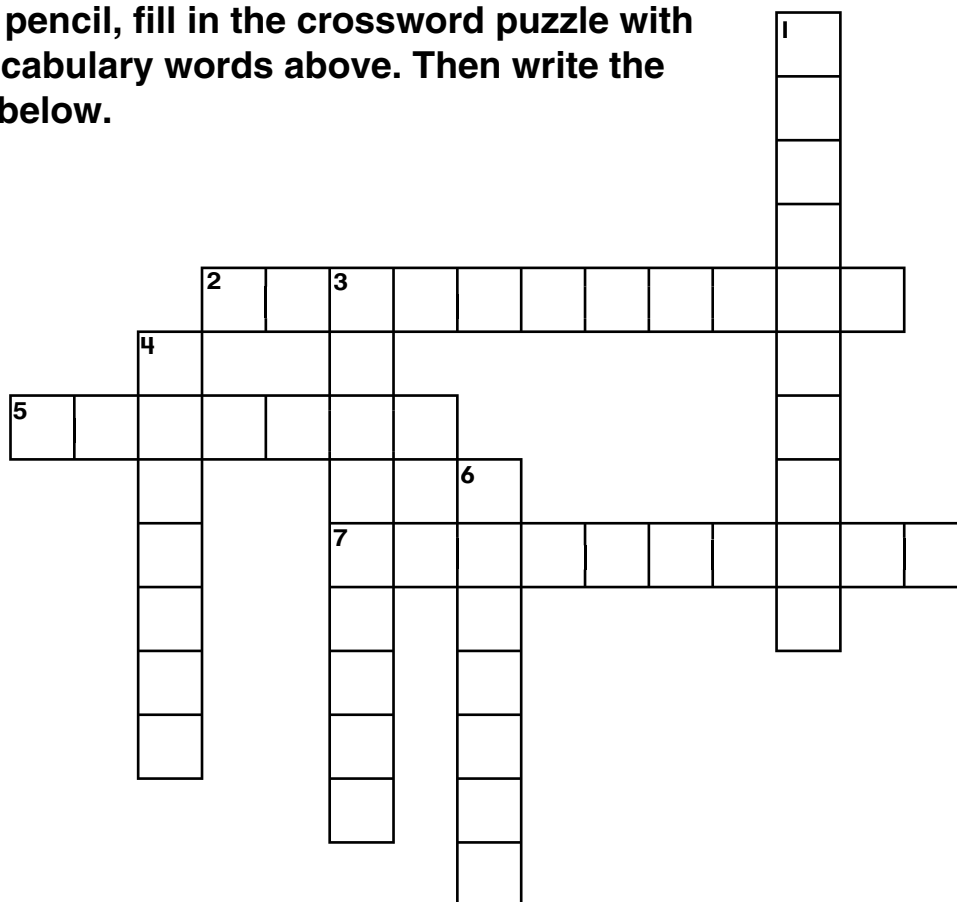
6. Sentence: _____



Name _____

fragile
glistening
coaxingthreatened
sanctuarydescendants
habitat

Using pencil, fill in the crossword puzzle with the vocabulary words above. Then write the clues below.



Erase the answers from the puzzle. Exchange pages with a partner and solve each other's puzzles.

Across

2. _____

5. _____

7. _____

Down

1. _____

3. _____

4. _____

6. _____

Name _____

Every **cause** has an **effect**, and every effect has a cause.

For each cause given below, write a likely effect. For each effect given below, write a likely cause.

Cause	Effect
1. It was a cloudy, rainy morning,	
2. _____	Mary's horse tried to throw her.
3. The flies wouldn't leave the horses alone.	

4. Write your own sentences to show cause and effect.

Cause	Effect
a. _____	
b. _____	



Name _____

As you read *Wild Horses*, fill in the Cause and Effect Diagram.

Cause	→	Effect
	→	
	→	
	→	
	→	

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How does the information you wrote in the Cause and Effect Diagram help you to monitor your comprehension of *Wild Horses*?



At Home: Have the student use the chart to retell the story.

Name _____

As I read, I will pay attention to the pronunciation of vocabulary words.

Somewhere in Kentucky a thoroughbred horse has just been born.
 10 Within hours the **glistening** newborn will be on its feet and taking its
 23 first wobbly steps. The horse will stay close to its mother for about six
 37 months. A horse breeder runs the farm. He has high hopes for this young
 51 horse. Its mother and father were both fine racehorses.

60 When a young horse is ready to begin training, it is often sold to a new
 76 owner. Some promising yearlings are sold for millions of dollars. The new
 88 owner will make sure the horse receives the right training to become a
 101 strong racehorse.

103 First a young racehorse must get used to wearing a bridle. Then the
 116 horse must get used to carrying a rider on its back. Trainers teach these
 130 new tasks gently and slowly. They don't want the horses to feel frightened
 143 or **threatened**.

145 Young horses are not allowed to run fast until their bodies have grown.
 158 In an exercise known as "ponying," a riderless horse is led around the track.

172 Trainers must also teach a horse to enter a starting gate. At first a horse
 187 may be afraid of the starting gate. With gentle **coaxing**, the horse will
 200 become used to it. 204

Comprehension Check

1. Why do trainers treat young racehorses so carefully? What do they hope the result will be? **Cause and Effect**
2. What kind of training do young racehorses receive? **Summarize**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A **figure of speech** is an expressive use of language that cannot be understood if each word is taken literally. One kind of figure of speech is **hyperbole**. This is when a writer uses exaggeration to make part of the story more dramatic or funny.

Underline the figure of speech in each sentence. Then rewrite the sentence without it.

1. Paul said that the new ranch hand always had a headache because his head kept banging up against the sky.

2. I knew that Paul was just pulling my leg.

3. Our new ranch hand, Joe, sure loved chocolate chip cookies, though, and he'd wash them down with a river of milk.

4. I loved those cookies, too. The sad thing was my eyes were always bigger than my stomach.

5. I was tickled pink when Joe said he'd teach me how to use a lasso.

6. When I missed that calf and it started chasing me, Joe laughed his head off.



Name _____

labor
elephant
animal

people
civil
bugle

anvil
several
agile

royal
travel
snorkel

middle
telephone

Read each word in the box and listen for the /ə/ sound. If the word has the /ə/ sound, write it below the correct spelling. If it does not have the /ə/ sound, mark it with an X. When you finish, choose four of the words and write two sentences, including two of the words in each.

/ə/ spelled a/

/ə/ spelled e/

/ə/ spelled i/

/ə/ spelled le

Sentences:



Name _____

advanced	bumbling	selfish	glistening	glorious
exasperated	famished	threatened	fragile	peculiar
positive	commotion	valuable	descendants	cranky

A. Beside each of the words below, write its antonym from the box.

- | | |
|----------------------|--------------------|
| 1. ordinary _____ | 6. careful _____ |
| 2. generous _____ | 7. full _____ |
| 3. unbreakable _____ | 8. worthless _____ |
| 4. pleasant _____ | 9. negative _____ |
| 5. patient _____ | 10. safe _____ |

B. Complete each series below with the remaining five words in the box.

- | | | |
|---------------|------------------|-------|
| 11. beginning | intermediate | _____ |
| 12. nice | beautiful | _____ |
| 13. ancestors | living relatives | _____ |
| 14. silence | conversation | _____ |
| 15. dull | polished | _____ |

Name _____

Use the words in the box to complete the story.

snuffled	period	barbecue	collage	coaxing
speciality	vessels	skyscraper	documenting	strutting

I was researching Spanish galleons and other **16.** _____ of that historical **17.** _____ when Tomás Velázquez came into the library. He spotted me and came **18.** _____ over.

“Hey, Will! I’m glad I ran into you!” Tomás said. “I wanted to invite your family to a **19.** _____ in Chapultepec Park on Saturday to celebrate my father’s new show in Soho.”

Tomás’s dad was a **20.** _____ artist, whose **21.** _____ was **22.** _____ and other city scenes. Why would Tomás invite me? I wondered. He never so much as spoke to me before.

“There will be a live band and lots of great food, Will,” Tomás started **23.** _____ me. “Oh, and ask your dad to bring a photographer, too, for **24.** _____ the event in *The Tribune.*”

So that’s it, I thought. My dad’s a reporter! I **25.** _____ really loudly and faked a cough. “I’ll try to make it, Tomás, but I feel a bad cold coming on,” I told him.

Vocabulary

Name _____

circular

Pretend that you are in California during the Gold Rush. What kind of people do you meet? Have you had any luck finding gold?

On the lines below, write a portion of a letter to the folks back home describing your adventures. Be sure to use as many of the vocabulary words as possible.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Comprehension: Cause and Effect

One **cause** can have many **effects**. Each thing that happens can become a cause of another event.

Write a humorous paragraph that includes a chain of events caused by one of the following:

- You press a button that says “WARNING! DO NOT PRESS!”
- You get on the wrong stagecoach in 1849.

[illegible]

Name _____

As you read *The Gold Rush Game*, fill in the Cause and Effect Diagram.

Cause	→	Effect
	→	
	→	
	→	
	→	
	→	

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How does the information you wrote in the Cause and Effect Diagram help you to analyze the story structure of *The Gold Rush Game*?



Name _____

As I read, I will pay attention to pauses, stops, and intonation.

15 If you want to know how a city is made, San Francisco is a good
place to learn.

18 The first residents of the area that became San Francisco were
29 Native Americans. For more than 10,000 years, the Ohlone nation lived
39 there. The land wasn't called San Francisco back then and there were
51 no buildings. The land was filled with trees, fields, and wild animals.
63 The Ohlone was not a single nation. It was actually a group of more
77 than 40 different bands. They lived in the same area, but had different
89 languages and customs. The name *Ohlone* actually means "western people."

99 The Ohlone did not live in a single place. They wandered the forests
112 and hills looking for food. If the land seemed good, they set up camp.
126 If not, they moved on.

131 There were usually many plants to eat and animals to hunt. The
143 Ohlone built small boats from wood and reeds. They had access to
154 many rivers, a giant bay, and the Pacific Ocean. There was not much
167 competition between the bands because there was so much food. They
178 shared the land and traded food and supplies. These natural riches
189 would eventually bring other wanderers and explorers. 196

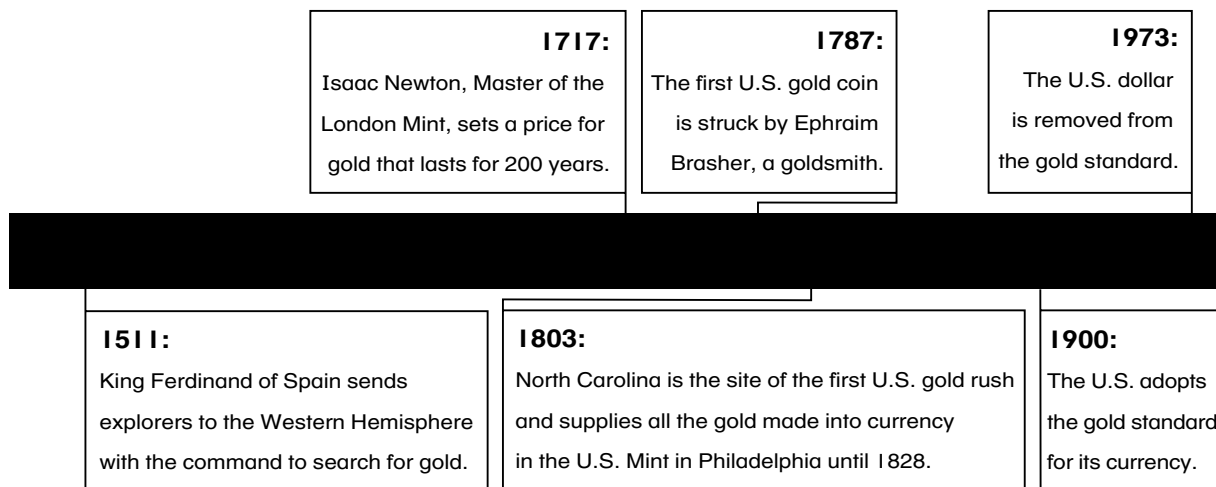
Comprehension Check

1. Why was there little competition between the Ohlone bands? **Cause and Effect**
2. Was the San Francisco area a good place to live? Why? **Draw Conclusions**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A. Read the timeline below. It describes events in the life of a fictional character during the time of the California Gold Rush.**B. Use the timeline to answer the questions below.**

- Why are the points placed as they are? _____

- What might this timeline be named? _____

- How long was it from the time gold prices were set to the minting of the first coin in the United States? _____
- How long was it from the first gold coin to the decision to adopt the gold standard? _____
- How long ago was that decision made? _____

- Write your own question about the timeline. _____



Name _____

Add the suffix *-er* or *-or* to the verbs in the box to create nouns. Write a sentence about the California Gold Rush using those nouns.

mine travel translate instruct act settle hike visit

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____



Name _____

A. Answer each riddle with a word that ends in the final /ən/ sound, spelled -en, -in, or -on.

1. I am the number of innings in a baseball game plus two.

What am I? _____

2. I am a glass of water that was left outside on a 20° day.

What am I? _____.

3. If you didn't have me, you wouldn't be able to stand straight.

What am I? _____

4. I am a ship that is lying at the bottom of the sea.

What am I? _____

5. I am the child of your mother's sister. Who am I? _____

6. I grow where it is warm and I'm often used to make clothing.

What am I? _____

7. I was a grape that was left in the sun to dry. Now I am wrinkled.

What am I? _____

8. What does ice cream do when you leave it out for awhile?

B. Think of two more riddles yourself. Swap with a partner to solve.

9. _____

10. _____



Vocabulary

logical

[illegible]

Name _____

The **theme** of a story is the story's overall main idea—what the story is about. The author may state it directly, or it may come across in what the characters say and do.

Examples of themes: friendship or facing new experiences

Write a story with animal characters that has one of the following themes. Show the theme in what happens or what characters say. Then trade your story with a partner, and discuss each other's themes.

- the comforts of home
- friends helping each other
- facing new experiences
- hidden strengths



Name _____

As you read *The Cricket in Times Square*, fill in the Theme Map.

Clue
↓
Clue
↓
Clue
↓
Clue
↓
Clue
↓
Theme

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How does the information you wrote in the Theme Map help you to analyze the story structure of *The Cricket in Times Square*?



At Home: Have the student use the chart to retell the story.

Name _____

As I read, I will pay attention to end punctuation in each sentence.

As Stella entered the little woods, a deer walked across the path. It
 13 stopped to look at her. Stella had the odd feeling it was welcoming her.
 27 In reply, she took out her lunch and put half of her apple on the path.
 43 The deer took a dainty nibble of the apple and then finished it. It
 57 looked at Stella with quiet brown eyes and then walked away through
 69 the trees.

71 Stella kept walking. A few minutes later, she heard a **scuffling**
 82 noise in the leaves. A squirrel popped its head out and looked at her
 96 with bright eyes. Again Stella had the feeling it was welcoming her.
 108 She smiled and offered the squirrel some walnuts from her lunch. The
 120 squirrel packed the walnuts into its cheek, nodded its head
 130 as if to say “thank you,” and ran up the nearest tree.

142 Stella continued down the trail until she heard birds singing. Two
 153 bluebirds swooped down. “Welcome,” they seemed to sing.

161 Stella was puzzled. Why did it seem like all the animals were
 173 greeting her? But she took out her sandwich and put some
 184 breadcrumbs and a little piece of apple on a tree branch for the
 197 bluebirds. They landed on the branch, ate the food, and flew away. 209

Comprehension Check

1. What are the themes of this passage? How do you know? **Theme**
2. How might Stella’s generosity help her if she encounters trouble in the forest? **Draw Conclusions**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Design an advertisement for a group, new product, or service. Use both words and illustration to make your product seem special in some way. Here are some ideas for products or services you might advertise:

- a new veterinary office that deals with wild animals
- an improved dog food
- a trip to Africa to photograph wild animals
- an organization that saves an endangered animal
- a whale-watching trip
- a fund-raiser for the local zoo



Sometimes, you can figure out the meanings of unfamiliar words by looking for **context clues** in the same paragraph in which they are found.

Write a word or phrase that would work as a context clue for each of the words below. Then write a paragraph that includes the words and context clues.

Context Clues:

- [illegible]



Phonics: Homophones

heard/herd
through/threw
fare/fair
here/hear

[illegible]

Name _____

Vocabulary

Imagine that you're on an archaeological dig on which your team has found something extraordinary and unexpected. Write a newspaper article about what your team has found and how they found it. Articles can be realistic or humorous. Use each vocabulary word at least once.

fossil

paleontologist

inspected

stumbled upon

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name _____

A generalization can be true or not true. Read each generalization below. Based on what you have read and what you already know, decide whether it is true or not true and give reasons for your opinion.

1. Generalization: All paleontologists also dive for sunken ships.

True or not true? _____

Why? _____

2. Generalization: Most people who walk with their heads down will eventually find a dinosaur fossil.

True or not true? _____

Why? _____

3. Generalization: Paleontologists need to be adventurous, curious, and patient.

True or not true? _____

Why? _____



Name _____

As you read *Meet a Bone-ified Explorer*, fill in the Generalizations Chart.

Information from Text	What I Know	Generalization

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How does the information you wrote in this Generalizations Chart help you analyze the text structure of *Meet a Bone-ified Explorer*?



Name _____

As I read, I will pay attention to the pronunciation of vocabulary and other difficult words.

12 The auction was about to begin. For years, many people had waited
 23 anxiously for this day. On October 4, 1997, in New York City, a
 37 Tyrannosaurus rex named Sue came into the room and was put up for sale.
 49 Well, really just her skull came into the room. Dinosaur Sue's skull
 59 was 5 feet (1.5 m) long and weighed 600 pounds (272 kg). It looked
 71 like a big boulder. But it was much more valuable than that.
 83 Dinosaur Sue caused a lot of excitement when she was discovered by
 93 fossil hunter Sue Hendrickson in 1990. Fossil hunters search for fossils.
 105 Fossils are hardened remains of plants or animals that lived long ago.
 116 Many fossil hunters search for dinosaur remains. The fossils of Dinosaur
 127 Sue were carefully removed from their home in South Dakota, where
 138 they had rested for 67 million years, and were put in storage.
 153 Seven years later, Sue was sold and was finally ready to move to her new
 164 home. The Field Museum in Chicago had shocked everyone by bidding
 171 nearly \$8.4 million for Sue at the auction.
 182 Dinosaur Sue lived during a period of Earth's history called the
 Mesozoic (mez-uh-ZOH-ik) Era. 184

Comprehension Check

1. Do museums usually buy fossils in auctions? How do you know? **Make Generalizations**
2. Why did Dinosaur Sue cause a lot of excitement? **Cause and Effect**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

An **application** is a **functional document** that provides the information needed for someone to decide whether the applicant is suitable. An application may be for the purpose of entering a program, receiving an award or grant, being hired, or for a variety of other reasons.

Practice filling out an application by filling out the one below.

Dinosaur Camp Application Form

Camper's Name _____

Address: _____ City: _____

State: _____ Zip Code: _____ Home Phone: _____

Age: _____ Birthday: _____ 2007/2008 Grade Level: _____

School: _____

Session(s) I Wish to Attend: July 12–16 ____ July 19–23 ____

July 26–30 ____ Aug. 9–13 ____

Have you attended dinosaur camp previously? ____ If so, when? _____

Why do you want to go to Dinosaur Camp? _____

I hereby give my permission for _____ to attend
Dinosaur Camp.

Date_____
Signature of Parent or Guardian

Name _____

Words that include the Latin root *aud-* have something to do with sound or hearing.

Words that include the Latin root *spec-* have something to do with sight or seeing.

Make up a sentence that includes each of the words shown.

1. auditorium _____

2. spectrum _____

3. inspection _____

4. audition _____

5. spectacle _____

6. auditory _____



Name _____

Write as many words as you can that begin with the prefixes
dis-, *non-*, *un-*, and *mis-*.

dis-***un-***

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

non-***mis-***

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Name _____

Answer the questions using a vocabulary word in each answer.glider
headlinesunstable
hoistingwingspan
assured

applauded

1. How is a glider different from a passenger jet?

2 Compare the wingspan of a hummingbird to that of a condor.

3. For what event has the audience applauded the longest?

4. What item might need hoisting by a crane?

5. Explain why a bicycle is more unstable than a tricycle.

Name _____

Read the passage. Then respond to it in two paragraphs. Start by explaining the author's perspective. Then explain your own perspective.

Should there be a minimum age limit for people who want to take flying lessons? In the past, people of any age could learn to fly. Several years ago, three people died trying to break the world record for the youngest pilot. One of them was seven years old.

It is good for young people to try out new things. But when it leads to taking huge risks, it should not be encouraged.

The author's perspective:

My perspective:



Comprehension: Author's Perspective

The diagram consists of three identical rectangular boxes arranged horizontally at the top. Each box is labeled "Clue" in bold black text at its top center. From the bottom center of each "Clue" box, a black arrow points downwards to a single, larger rectangular box at the bottom. This bottom box is labeled "Author's Perspective" in bold black text at its top center. The entire diagram is enclosed in a black border.

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My Brother's Flying Machine

Grade 4/Unit 6

Name _____

As I read, I will pay attention to tempo in order to match the action in the story.

Bessie Coleman was the first African American woman to fly a plane. She built a career as a famous barnstormer, a pilot who does tricks in an airplane.

Bessie was born on January 26, 1892. Her family soon moved to Waxahachie, Texas. Bessie grew up in a segregated society. Black and white children lived in different neighborhoods and went to separate schools. It was not an easy life.

Bessie's family was poor. Her mother worked to support them. Bessie helped take care of her younger sister. She always knew that she wanted to make something of herself. And she did. Bessie worked hard, finished high school, and left home for a college education.

At that time flying was a new and exciting adventure. Bessie read about the Wright Brothers and their historic flight at Kitty Hawk in 1903. She also read about a woman pilot named Harriet Quimby. Bessie was surprised to learn that women flew, and she started to think about flying herself.

In 1915 Bessie moved to Chicago to live near her older brother. She found work and set out to learn to fly.

Comprehension Check

1. What obstacles did Bessie Coleman overcome to be a pilot?

Summarize

2. What opinion did Bessie have about pilots? How did Harriet Quimby change Bessie's mind? **Fact and Opinion**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Repetition: using a sound, word, or phrase two or more times for emphasis.**Personification:** giving animals or things human characteristics.

A. Write a short poem or a couple of sentences about an exciting event, using repetition at least once.

B. Write a short poem about a common household appliance, such as a vacuum cleaner or dishwasher. Use personification to make the poem more interesting.



Name _____

When a verb ends in a consonant -e, drop the e before adding -ed.

chase + ed = chased

When a verb ends in a consonant and y, change the y to i before adding -ed.

spy + ed = spied

When a verb ends in a consonant preceded by a single vowel, double the consonant before adding -ed.

control + ed = controlled

Add the inflected ending -ed to the following words.

1. compose _____
2. realize _____
3. create _____
4. aviate _____
5. happen _____
6. carry _____
7. cry _____
8. permit _____
9. squirm _____
10. marry _____
11. weigh _____
12. trade _____
13. shop _____
14. question _____



Name _____

Phonics: Suffixes -y,
-ly, -ful, -less, -ness

Adding suffixes to the end of words changes their meanings.

sorrow + *ful* = full of sorrow

might + *y* = full of might

sincere + *ly* = in a sincere way

silly + *ness* = the state of being silly

sense + *less* = without sense

Add the correct suffix to the base word given. Then use the word you made in a sentence.

1. without power _____

2. full of beauty _____

3. in a careful way _____

4. full of snow _____

5. the state of being happy _____

6. in a proud way _____



Name _____

A. Write a definition in your own words for each vocabulary word.

1. astronomer _____

2. communication _____

3. investigates _____

4. nutrients _____

B. Write a sentence using each vocabulary word. Use each word in a context that shows its meaning.

5. solitary _____

6. prehistoric _____

7. territory _____

8. overcome _____

Name _____

Describe life in an ant colony from an ant's point of view. Write one or more sentences with sensory details for each of the five senses; sight, hearing, smell, touch, and taste.

Sight: _____

Hearing: _____

Smell: _____

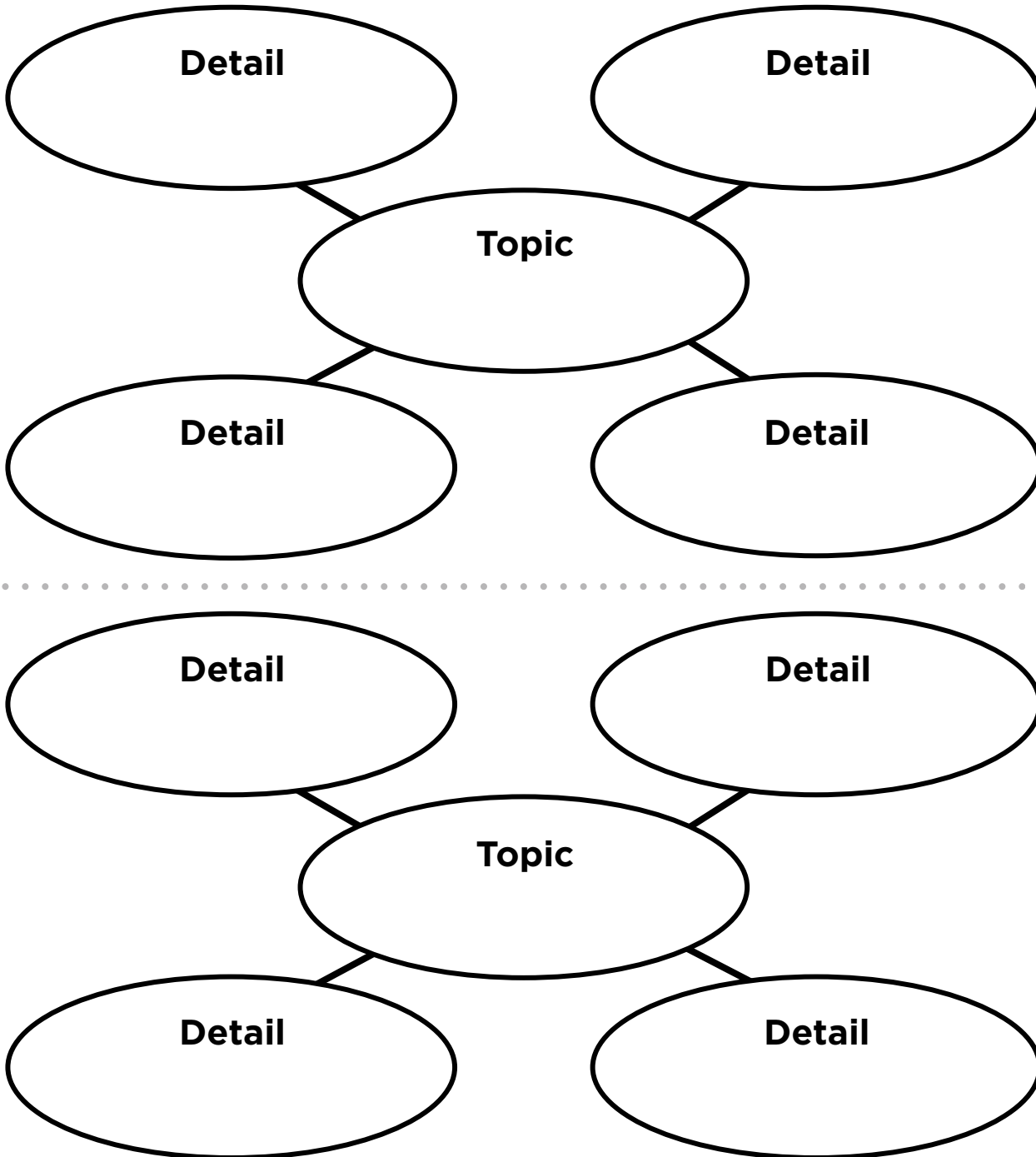
Touch: _____

Taste: _____



Name _____

As you read *The Life and Times of the Ant*, fill in the Description Web.



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How does completing the Description Web help you analyze the text structure of *The Life and Times of the Ant*?



Name _____

As I read, I will pay attention to the pronunciation of vocabulary words.

Some beetles are **solitary**. They aggressively defend their **territory**.
 9 Stag beetles have long mandibles, or jaws, which they use to move other
 22 stag beetles out of the way.
 28 There are beetles who make their homes with other insects. For example,
 40 some rove beetles move in with ant or termite communities. The beetle
 52 gets protection from the insect colony. In return, it keeps the colony clean
 65 by eating the other animals' waste products.
 72 One of the reasons that beetles have survived so successfully is that
 84 they have adapted to eat the foods that are found in different environments.
 97 Some beetle species are herbivores, or plant eaters. Other beetle species
 108 are carnivores, predators that eat other animals.
 115 Some herbivore beetles eat only living plants and leaves. Other beetles
 126 feed on dead and rotting wood and plants. These beetles do an important
 139 job. They break down the plant materials so the **nutrients** can be recycled
 152 back into the soil.
 156 Carnivorous beetles often have strong jaws to help them catch and eat
 168 their prey. For example, tiger beetle larvae build long vertical burrows.
 179 When another insect comes close, the larva darts out of its burrow,
 191 pounces on its prey, and drags it home to eat. 201

Comprehension Check

- Describe the burrow of a tiger beetle larva. **Description**
- Do all beetles act the same way in order to survive? Why? **Draw Conclusions**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A. Write a fable. First, choose a moral. Circle one of the choices below, or write your own moral in the space provided.

One good turn deserves another.

Hard work is rewarded.

Treat others as you want to be treated.

Friendship is more important than wealth.

Obey your elders.

Other: _____

B. Now think about the characters and plot of the fable. Note the main events and the characters that experience them on the lines below. Be sure that the plot helps readers understand your moral.

C. Use your plot summary to write your fable. Write the moral as the final line of the story.



Name _____

A **root word** is a word part used to build longer words. For example, the word *helicopter* contains the Greek root word *helic*, meaning “spiral” and the root word *pteron*, meaning “wing.” A helicopter is an aircraft whose wings move in a spiral motion.

Root Word	Meaning	Root Word	Meaning
bio-	life	-logy	the study of
geo-	Earth	-graph	write
tele-	distant	-scope	see
dino-	monster	-saur	lizard

A. Use the Root Word Chart above to write a meaning of each word below.

1. geology _____ 3. dinosaur _____
 2. biography _____ 4. biology _____

B. Use the clues below to write a word. Then write a definition for each word.

5. tele + photo (“light”) = _____

 6. tele + graph = _____

 7. astro (“star”) + naut (“sailor”) = _____

 8. tele + scope (“see”) = _____



Name _____

List as many words with the /ûr/ sound as you can below each spelling. Draw a line under the accented syllable in each word. Then write three sentences, each using at least one word for each spelling.

/ûr/ spelled *er***/ûr/ spelled *ir*****/ûr/ spelled *ur***

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

1. _____

2. _____

3. _____



Name _____

A. Find the words in the box that are synonyms for the words given and write them on the lines.

reference	nutrients	investigates	wistfully
annoyed	eavesdropping	prospectors	glinted
fossil	disappointment	astronomer	territory
applauded	stumbled upon	unstable	hoisting
inspected	scornfully	assured	circular
overcome	communication	jumble	logical

- | | |
|--|--|
| 1. irritated _____ | 13. rational _____ |
| 2. pensively _____ | 14. wobbly _____ |
| 3. letdown _____ | 15. mockingly _____ |
| 4. sparkled _____ | 16. examined _____ |
| 5. round _____ | 17. came across _____ |
| 6. snooping _____ | 18. lifting _____ |
| 7. guaranteed _____ | 19. clapped _____ |
| 8. hodgepodge _____ | 20. researches _____ |
| 9. miners _____ | 21. land _____ |
| 10. nutritious substances _____ | 22. ancient remains _____ |
| 11. to rise above _____ | 23. message _____ |
| 12. a person or thing that is
referred to _____ | 24. expert dealing with planets
and stars _____ |

Name _____

outstretched
paleontologist
prehistoricacquaintance
headlines
wingspansolitary
glider
scuffling**B. Complete the passage with words from the box above.**

Magdalena Murphy took the _____ hand offered to her and said, “It’s certainly a pleasure to make your _____, Dr. Haversham. How long have you been working here at the Museum of Natural History?”

“About twelve years now, I think. And during this time so many discoveries have come to light. But, of course, you know this. As a science reporter, many of those _____ were on articles you wrote yourself, Ms. Murphy.”

“That’s true, Dr. Haversham. I must say I enjoy writing about _____ specimens the most. I guess if I didn’t get my degree in journalism, I might have become a _____ such as yourself. Now, Dr. Haversham, I’ve been wanting to ask you this question for some time: If you could choose a single, _____ dinosaur as a favorite, which one would you pick?”

“That’s quite a difficult decision. Hmmm. I guess I’m most intrigued by the flying dinosaurs, so my favorite would be the pteranodon, with its forty-foot _____. The wings of a modern _____ can reach fifty feet, so you can get some idea of how impressive pteranodons must have been in flight.”